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1891/92

OMAHA CITY SCHOOLS.

ANNUAL REPORT

OF THE

Board of Education.

1892.

OMAHA, NEB.:
MEGEATH STATIONERY COMPANY,
1892.

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OMAHA, NEB.:
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BOARD OF EDUCATION.

1892.

OFFICERS.

S. K. SPALDING.....	President
W. N. BABCOCK.....	Vice-President
CHARLES CONOYER.....	Secretary
EMMA C. MONZINGO.....	Clerk
F. A. FITZPATRICK.....	Superintendent
ED. O. HAMILTON.....	Supt. of School Buildings
IRVING F. BAXTER.....	Attorney

MEMBERS.

Business Addresses.

C. E. BABCOCK.....	Room 14 Arlington Block
W. N. BABCOCK.....	Exchange Building, South Omaha
H. B. CORYELL.....	Room 14 Arlington Block
C. S. ELGUTTER.....	Room 4, N. Y. Life Building
W. S. GIBBS.....	Room 416, N. Y. Life Building
R. W. GIBSON.....	Room 216 N. Y. Life Building
C. L. JAYNES.....	Room 404 N. Y. Life Building
EUCLID MARTIN.....	901 Jones Street
MORRIS MORRISON.....	Room 204 Sheely Block
J. J. POINTS.....	Room 435 Range Block
W. S. POPPLETON.....	Room 314 First Nat'l Bank
CLINTON N. POWELL.....	Room 612 N. Y. Life Building
S. K. SPALDING.....	Room 10 Arlington Block
C. J. SMYTH.....	Room 504 Paxton Block
CHARLES WEHRER.....	1318 Dodge Street

STANDING COMMITTEE.

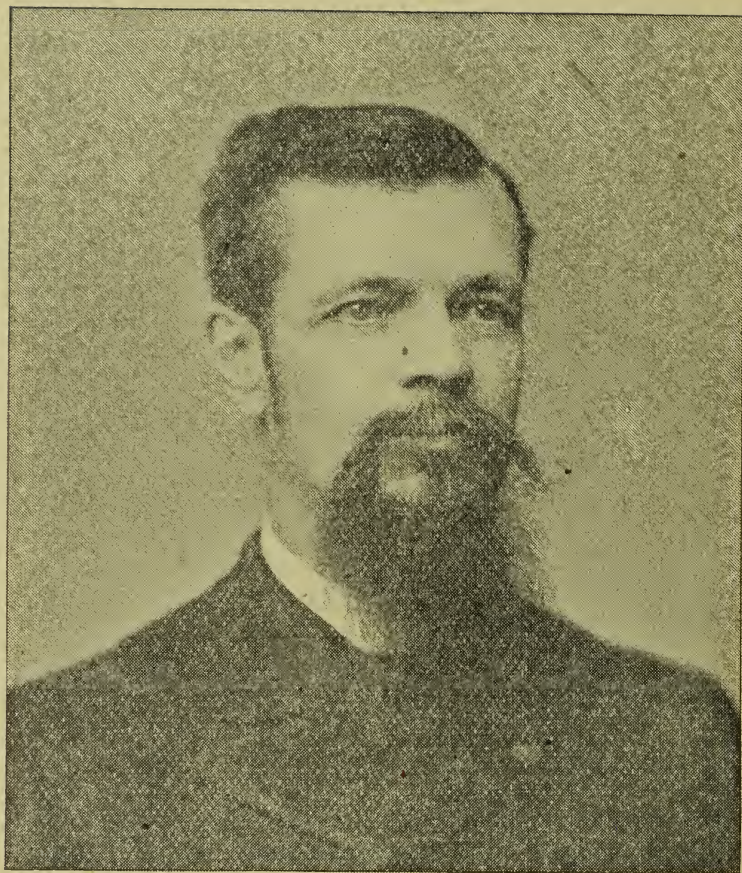
- Finance*—Coryell, Martin, C. E. Babcock, Smyth, Wehrer.
Judiciary—Poppleton, Smyth, Powell.
Building and Property—Martin, C. E. Babcock, Coryell, Poppleton, Morrison.
Heating and Ventilating—Wehrer, Gibbs, Coryell.
Teachers and Examinations—Points, Poppleton, Martin, Powell, C. E. Babcock.
Salaries—C. E. Babcock, Smyth, Gibbs.
Text Books and Course of Study—Elgutter, Points, Poppleton, Morrison, Gibson.
Training School—Powell, Gibbs, Points.
Special Instruction—Gibbs, Points, Elgutter, Jaynes, W. N. Babcock.
Boundaries—Gibson, Elgutter, W. N. Babcock.
High School—Smyth, Wehrer, Coryell, Elgutter, Poppleton.
Rules, Forms and Printing—W. N. Babcock, Gibson, Jaynes.
Supplies—Jaynes, Wehrer, Powell, Morrison, W. N. Babcock.
Claims—Morrison, C. E. Babcock, Gibbs.
Kindergarten—Coryell, Poppleton, Morrison.

SPECIAL VISITING COMMITTEE.

- Babcock, C. E.*—Center, Hickory.
Babcock, W. N.—Central, Davenport, West Side.
Coryell—Walnut Hill, Franklin.
Elgutter—Baneroff, Pacific.
Gibbs—Omaha View, Sherman.
Gibson—Lake, Central Park, Monmouth Park.
Jaynes—Lothrop, Saratoga, Izard.
Martin—Farnam, Eckerman, West Omaha.
Morrison—Castellar, Vinton, Forest.
Points—Mason, Dupont.
Poppleton—Park, Ambler, Cass.
Powell—Hartman, Leavenworth.
Smyth—Webster, Fort Omaha.
Spalding—Long, Paul.
Wehrer—Dodge, Jackson, Gibson.



President's Report.



S. K. SPALDING,
PRESIDENT BOARD OF EDUCATION.

Whether or not this has been done can be determined by the accompanying report of the secretary.

There is no department of our public school system, if we could follow it out in its results, that gives so great a return for the money expended, as does the manual training in the High School. That this branch should receive greater encouragement from the Board is unquestioned.

The idea of the Manual Training School is not, as many suppose, to teach the student a trade, or enable him simply to execute some elaborate piece of work, but rather to give such a systematic course that it will be of real educational value. Intellectual education is added to physical education, to the extent that manual training schools teach the scientific principles that underlie the practical part of their work. The teachers employed in this department should be the very best that money will command; these with rooms well fitted for the work, and the loyal support of the Board our Manual Training School will be a success.

I wish to call the attention of the Board to a class of pupils in our public schools who do not receive the benefit from daily instruction to which they are entitled. I refer to those who are deaf to a greater or less degree. Statistics show that there are in the United States 35,000 pupils who have impaired hearing and who are not in deaf mute institutions. This would give to Omaha about ninety of such pupils.

If these pupils were brought together and should receive auricular instruction from competent teachers in this specialty, many who go through life deaf and with little or no instruction would be saved from this great affliction.

I therefore recommend that the Board at an early date, take proper steps to furnish statistics on this subject.

The attention of the Board is called to the very inefficient system we have of taking the school census.

Comparing the number of persons of school age, in this city with other cities of like population, we fall very far short of the average.

As this is a question of great moment to us in the distribution of the state school tax we can well afford to expend a much larger amount of money than is now done in order to procure a correct census.

In closing I desire to thank the gentlemen of the Board for the courtesy and consideration which you have uniformly shown to me while your presiding officer.

Respectfully submitted,

S. K. SPALDING,

President.

PRESIDENT'S REPORT.

To the Members of the Board of Education and Patrons of the Schools of Omaha:

Agreeable to a common custom I herewith, as president of the Board of Education, submit to your honorable body and the patrons of the schools the reports of the Superintendent of Schools and the Secretary of the Board.

The demands made for better school facilities by reason of the rapid growth of our city, caused the Board of Education to ask at the November election of 1891 the submission of a bond proposition, and at which time was granted by a vote of the people, bonds to the amount of \$385,000. Of this amount \$78,400 has been expended for sites, leaving a balance of \$306,600 to increase the number of school rooms which we hope will supply the demand for a number of years.

In the construction of school buildings the question of greatest moment is a sanitary one. How shall we give to each and every pupil the requisite amount per hour of pure air and at the same time prevent contamination by the impure expired air.

A vigorous intellect can only be maintained in a healthy body.

The different systems of heating and ventilating adopted by the Board in the new buildings in course of construction will develop whether or not they have acted wisely.

FINANCE.

From the books of the Secretary we make up the following condensed report of the receipts and expenditures during the year:

RECEIPTS.....	\$396,206.56
EXPENDITURES.....	\$387,119.24

The sum of \$20,157.23 has been taken from the general fund during the last year to apply on construction.

The site and building fund has furnished \$30,288.46, the greater part of which has been used in the construction of the Kellom school building.

Our bonded indebtedness is as follows:

\$ 50,000	ten per cent	bonds,	due	February 15,	1893.
200,000	five	"	"	"	1908.
385,000	five	"	"	"	1912.

To meet the bonds to become due February 15th, 1893, we have on hand:

Sinking Fund Bonds.....	\$35,100.00
Cash in Sinking Fund.....	9,273.55
Making a total of.....	\$44,373.55

This fund will reach almost the required amount of \$50,000 by the time the bonds become due. We have also paid in interest and exchange during the past year the sum of \$20,055.70, one-fourth of this amount being interest on the bonds maturing next year.

The public schools are organized and maintained for the express purpose that the whole people may become more intelligent and more progressive.

The existence of the public school involves the collection and disbursement of large sums of money, and the Board of Education being the legal representatives of the people are responsible for the judicial management of this fund.

Secretary's Report.

SECRETARY'S REPORT.

To the Board of Education:

GENTLEMEN—I have the honor to submit herewith my report of the financial transactions of the Board for the fiscal year ending July 11, 1892.

CHARLES CONOYER,

Secretary.

GENERAL FUND.

CR.

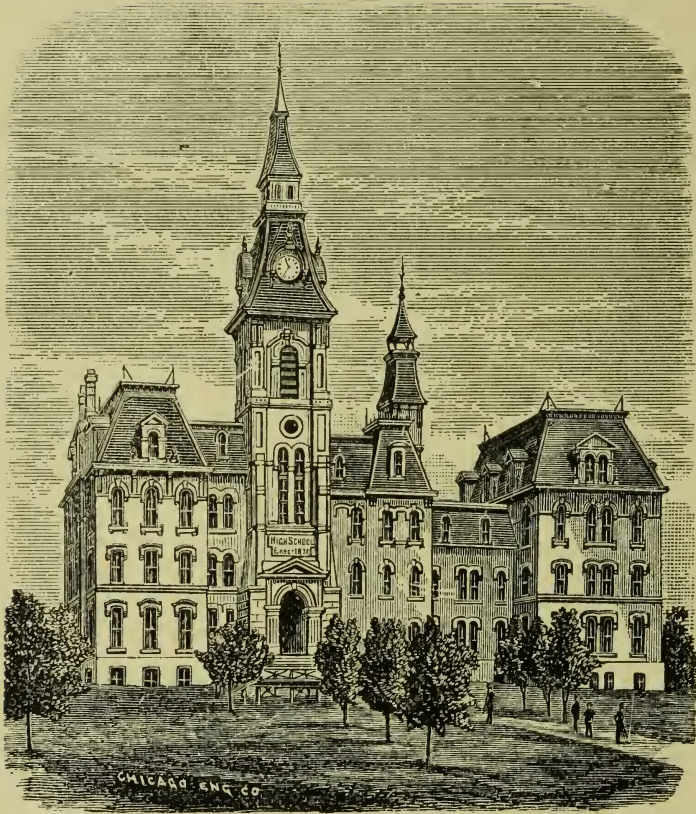
Balance July 11th, 1891.....	63,392.06
Received from Taxes.....	\$ 68,987.68
“ “ Fines.....	15,986.00
“ “ Licenses.....	271,593.90
“ “ State apportionment.....	31,238.68
“ “ Property destroyed.....	72.79
“ “ Brick sold.....	28.00
“ “ Old iron sold.....	37.58
“ “ Tuition from non-residents	16.50
“ “ Insurance, Castellar School	93.45
“ “ Special taxes due Dist. No. 1	751.76
“ “ Taxes from County Treas..	2,983.47
“ “ Commencement exercises..	16.75
Transferred from Monmouth Park site fund	<u>4,400.00</u>

\$459,598.62

DR.

To Teachers' pay roll.....	\$223,171.86
“ Janitors' “ “.....	33,318.40
“ Books and charts.....	7,860.49
“ Stationery.....	4,117.03
“ Supplies.....	<u>1,972.34</u>
Carried forward.....	\$270,440.12

<i>Brought forward</i>	\$270,440.12
“ Repairs	8,875.59
“ Furniture	4,009.58
“ Telephones	1,025.75
“ Fuel	14,911.78
“ Light	146.27
“ Repairs to heating.....	3,353.62
“ Repairs to water service and sewerage	373.95
“ Cleaning vaults.....	62.76
“ Construction	20,157.23
“ Improvements	7,176.14
“ Rent.....	5,804.60
“ Insurance.....	2,566.00
“ Advertising.....	266.85
“ Printing	1,043.30
“ Supt. of Public Instruction, salary	3,300.00
“ “ “ “ office help..	165.00
“ Secretary, salary.....	1,650.00
“ “ clerk salary.....	770.00
“ Superintendent of Buildings, salary	1,650.00
“ “ “ “ horse and wg'n	330.00
“ Attorney's salary.....	516.90
“ Interest and exchange.....	20,055.70
“ Special taxes.....	1,385.11
“ Cartage.....	218.31
“ Examining Committee.....	330.00
“ Postage.....	88.80
“ Music supplies.....	879.07
“ Drawing “	18.60
“ Election expenses.....	6,585.42
“ Moving buildings.....	145.00
“ Sherman site.....	1,600.00
“ Monmouth Park site.....	4,400.00
“ Taking census.....	350.59
“ Engineer Russel, inspection heat'g app.	24.00
“ Supplementary Readers.....	1,025.65
“ Recording deeds.....	4.55
“ Building permits.....	12.50
“ Express charges.....	2.10
“ Surveying West Omaha site.....	12.00
“ City Directory.....	5.00
“ Tuning piano, High School.....	6.50
“ Vault rent, Treasurer.....	27.00
<i>Carried forward</i>	\$385,771.34



<i>Brought forward</i>	\$385,771.34	
To Mr. James' expenses to St. Louis.....	30.00	
“ Dr. Spalding's “ “ Lincoln.....	4.80	
“ C. Conoyer's “ “ “ (2).....	8.10	
“ F. L. McCoy's “ “ “	3.50	
“ Carriage visiting school houses with health officer.....	6.50	
“ Dr. Spalding visiting and inspecting schools in other cities.....	90.00	
“ C. J. Smyth visiting and inspecting schools in other cities.....	90.00	
“ C. S. Elgutter visiting and inspecting schools in other cities.....	90.00	
“ Architect's salary.....	1,025.00	
		\$387,119.24
To balance, July 11th, 1892.....		72,479.38
Total.....		<u>\$459,598.62</u>

SINKING FUND CASH ACCOUNT.

From taxes.....	\$ 209.17	
“ Bonds in Sinking Fund redeemed....	5,800.00	
“ Interest bonds in Sinking Fund.....	1,968.00	
Balance on hand July 13th, 1891.....	4,910.24	
Total.....		<u>\$ 12,887.41</u>

SINKING FUND CASH ACCOUNT.

To Purchase of 5,000 bonds.....	\$ 5,000.00	
“ Premium on same.....	25.00	
Balance on hand July 11th, 1892.....	7,862.41	
Total.....		<u>\$ 12,887.41</u>

SINKING FUND BOND ACCOUNT.

Nov. 1, bonds purchased.....	\$ 5,000.00	
Bonds on hand July 13th, 1891.....	35,100.00	
Total.....		<u>\$ 40,100.00</u>

SINKING FUND BOND ACCOUNT.

To bonds redeemed.....	\$ 5,800.00	
Bonds on hand July 11th, 1892.....	34,300.00	
		<u>\$ 40,100.00</u>

PAUL SITE AND BUILDING FUND.

Balance July 13th, 1892.....	\$ 30,288.46	
		<u>\$ 30,288.46</u>

To construction Kellom School building..	\$	
“ Bell & Berlinghof, plans, etc.....	1,100.00	
“ J. L. Black, surveying.....	15.00	
“ Fred Mengedoht, construction.....	25,097.46	
“ Isaac D. Smead & Co., heating appart's	3,776.00	
“ Theodore Henck. plumbing.....	300.00	
		<u>\$ 30,288.46</u>

SITE AND BUILDING FUND.

Cr.

To \$100,000 bonds sold, premium and int'st	\$108,395.47	
		<u>\$108,395.47</u>

SITE AND BUILDING FUND.

Dr.

Transferred to Fort Omaha site fund....	\$ 2,533.55	
“ “ Gibson “ “	2,533.55	
“ “ Lothrop “ “	8,107.36	
“ “ Monmouth Park “ “	4,400.00	
“ “ Hartman “ “	12,500.00	
“ “ Central “ “	35,000.00	
“ “ Windsor “ “	6,000.00	
“ “ Central building “ “	20,000.00	
Balance on hand July 11th, 1892.....	17,321.01	
		<u>\$108,395.47</u>

FORT OMAHA SITE FUND.

Cr.

Transferred from Site and Building Fund	\$ 2,533.55	
		<u>\$ 2,533.55</u>

FORT OMAHA SITE FUND.

DR.

Paid to John G. Willis, Fort Omaha Site..	\$ 2,533.55	
	<u> </u>	\$ 2,533.55
		<u> </u>

GIBSON SITE FUND.

CR.

Transferred from Site and Building Fund	\$ 2,533.55	
	<u> </u>	
Balance.....		\$ 2,533.55
		<u> </u>

LOTHROP SITE FUND.

CR.

Transferred from Site and Building Fund	\$ 8,107.36	
	<u> </u>	
Balance.....		\$ 8,107.36
		<u> </u>

MONMOUTH PARK SITE FUND.

CR.

Transferred from Site and Building Fund	\$ 4,400.00	
	<u> </u>	
		\$ 4,400.00
		<u> </u>

MONMOUTH PARK SITE FUND.

DR.

Transferred from Monmouth Park site fund		
to general fund	\$ 4,400.00	
	<u> </u>	
		\$ 4,400.00
		<u> </u>

HARTMAN SCHOOL SITE FUND.

CR.

Transferred from Site and Building Fund,	\$ 12,500.00	
	<u> </u>	
		\$12,500.00
		<u> </u>

HARTMAN SCHOOL SITE FUND.

DR.

To F. K. Darling Agent (School site),.....	\$ 4,900.00	
To Joseph Barker,.....	7,400.00	
To Balance July 11, 1892.....	<u>200.00</u>	
		<u>\$12,500.00</u>

CENTRAL SCHOOL SITE FUND.

CR.

Transferred from Site and Building Fund,	<u>\$ 35,000.00</u>	
Balance.....		<u>\$25,000.00</u>

CENTRAL SCHOOL SITE FUND.

DR.

To Byron Reed Co. (Site),.....	\$ 31,850.00	
To Balance July 11, 1892.....	<u>3,150.00</u>	
		<u>\$35,000.00</u>

WINDSOR SCHOOL SITE FUND.

CR.

Transferred from Site and Building Fund,	<u>\$ 6,000.00</u>	
Balance.....		<u>\$6,000.00</u>

WINDSOR SCHOOL SITE FUND.

DR.

To John A. Creighton, (Site),.....	<u>\$ 6,000.00</u>	
		<u>6,000.00</u>

CENTRAL SCHOOL BUILDING FUND.

CR.

Transferred from Site and Building Fund,	<u>\$ 20,000 00</u>	
Balance.....		<u>\$20,000.00</u>

DETAILED STATEMENT OF EXPENDITURES.

HIGH SCHOOL.

Teachers.....	\$ 26,955.75
Books and maps.....	1,476.69
Stationery.....	494.71
Supplies.....	430.24
Repairs.....	487.22
Furniture.....	151.30
Fuel.....	1,112.20
Light.....	51.22
Janitor.....	1,670.00
Telephone.....	44.00
Repairs to Heating Apparatus.....	76.96
Repairs to water service and sewerage....	19.68
Improvements and Construction.....	358.67
Insurance.....	140.00
Printing.....	18.50
Postage.....	14.00
Tuning Piano.....	6.50
Drayage.....	7.05

\$33,514.69

AMBLER SCHOOL.

Teachers.....	\$ 1,460.00
Books and maps.....	74.04
Stationery.....	17.37
Supplies.....	19.40
Repairs.....	17.96
Furniture.....	29.95
Fuel.....	71.70
Janitor.....	346.00
Improvement.....	3.00
Drayage.....	4.00

\$2,043.42

BANCROFT SCHOOL.

Teachers.....	\$ 4,855.88
Books and maps.....	134.35
Stationery.....	84.80
Supplies.....	26.35
Repairs.....	189.50
Fuel.....	421.09
Light.....	33.02
Janitor.....	860.00
Telephone.....	66.00
Repairs to heating apparatus.....	27.44
Repairs to water service and sewerage...	3.13
Insurance.....	188.00
Drayage.....	1.00

\$6,890.56

CASS SCHOOL.

Teachers.....	\$6,188.50
Books and maps.....	215.02
Stationery.....	141.13
Supplies.....	25.35
Repairs.....	608.79
Furniture.....	9.75
Fuel.....	455.96
Light.....	3.75
Janitors.....	1,325.00
Repairs to heating apparatus.....	265.25
Repairs to water service and sewerage...	20.06
Improvements.....	55.49
Flag Pole.....	10.00
Drayage.....	3.25

\$ 9,327.30

CASTELLAR SCHOOL.

Teachers.....	\$8,392.68
Books and maps.....	380.22
Stationery.....	169.96
Supplies.....	4.20
Repairs.....	86.45
Fuel.....	444.95

Carried forward..... \$ 9,478.46

<i>Brought forward</i>	\$ 9,478.46	
Light.....	2.25	
Janitor.....	1,055.00	
Telephone.....	61.60	
Repairs to heating apparatus.....	24.10	
Repairs to water service and sewerage....	23.66	
Improvements	54.88	
Insurance.....	187.00	
Drayage	3.00	
		\$ 10,889.95

CENTER SCHOOL.

Teachers.....	\$ 5,478.75	
Books and maps.....	163.14	
Stationery.....	84.75	
Supplies.....	76.10	
Repairs	191.31	
Fuel....	477.02	
Light	4.50	
Janitor.....	1,036.00	
Telephone	52.80	
Rent.....	405.00	
Repairs to heating apparatus.....	97.67	
Insurance.....	80.00	
		\$ 8,147.04

CENTRAL SCHOOL.

Teachers.....	\$ 6,141.75	
Books and maps.....	400.34	
Stationery	166.00	
Repairs	17.77	
Fuel	435.92	
Janitor	600.00	
Improvements	1.50	
Construction.....	36.40	
		\$ 7,799.68

CENTRAL PARK SCHOOL.

Teachers.....	\$ 3,175.38
Books and maps.....	193.27
Stationery.....	55.11
Supplies.....	11.20
Repairs.....	110.17
Furniture.....	116.15
Fuel.....	410.25
Light.....	75
Janitor.....	630.00
Repairs to water service and sewerage....	3.70
Improvement.....	66.94

\$ 4,772.9

DAVENPORT SCHOOL.

Teachers.....	\$ 2,837.50
Books and maps.....	162.81
Stationery.....	43.18
Supplies.....	6.35
Repairs.....	52.12
Furniture.....	45.00
Fuel.....	191.40
Janitor.....	576.00
Rent.....	196.26
Repairs to heating apparatus.....	13.90
Drayage.....	75

\$ 4,125.27

DODGE SCHOOL.

Teachers.....	\$ 5,636.00
Books and maps.....	114.20
Stationery	65.23
Supplies	36.33
Repairs ...	201.31
Furniture	31.50
Fuel	476.84
Light.....	2.25
Janitor	781.25
Repairs to heating apparatus.....	6.25
Repairs to water service and sewerage ...	10.12
Improvements	5.25
	<hr/>
	\$ 7,366.53

DUPONT SCHOOL.

Teachers.....	\$ 4,740.00
Books and maps	83.18
Stationery	81.02
Supplies	15.82
Repairs	184.17
Furniture	8.50
Fuel	280.13
Janitor	981.00
Rent.....	405.00
Repairs to heating apparatus.....	16.15
Repairs to water service and sewerage....	18.15
Drayage	3.00
	<hr/>
	\$ 6,816.12

ECKÉRMAN SCHOOL.

Teachers.....	\$ 800.00
Books and maps.....	13.79
Stationery	20.28
Supplies	5.30
Repairs	73.11
Fuel.....	39.15
Janitor	170.00
Repairs to heating apparatus.....	12.45
Improvements	8.16
Drayage	50
	<u>\$ 1,142.74</u>

FARNAM SCHOOL.

Teachers.....	\$ 7,394.50
Books and maps.....	142.23
Stationery	164.59
Supplies	75.65
Repairs	346.65
Furniture.....	129.70
Fuel	611.85
Light	1.80
Janitor	970.00
Telephone	48.40
Repairs to heating apparatus.....	30.62
Repairs to water service and sewerage...	2.06
Improvements	2,569.77
Construction	7.84
Insurance.....	182.00
Cleaning vault	35.10
Drayage	1.50
	<u>\$ 12,714.26</u>

FOREST SCHOOL.

Teachers.....	\$2,275.25	
Books and maps.....	82.86	
Stationery.....	49.07	
Supplies.....	7.05	
Repairs.....	120.86	
Fuel.....	180.90	
Janitors.....	592.00	
		\$ 3,307.99

FORT OMAHA SCHOOL.

Teachers.....	\$ 800.00	
Books and maps.....	13.51	
Stationery.....	8.75	
Supplies.....	6.35	
Repairs.....	13.96	
Fuel.....	68.40	
Janitor.....	170.00	
Rent.....	249.75	
Repairs to heating apparatus.....	4.75	
Improvements.....	19.50	
Drayage.....	2.00	
		\$ 1,356.97

FRANKLIN SCHOOL.

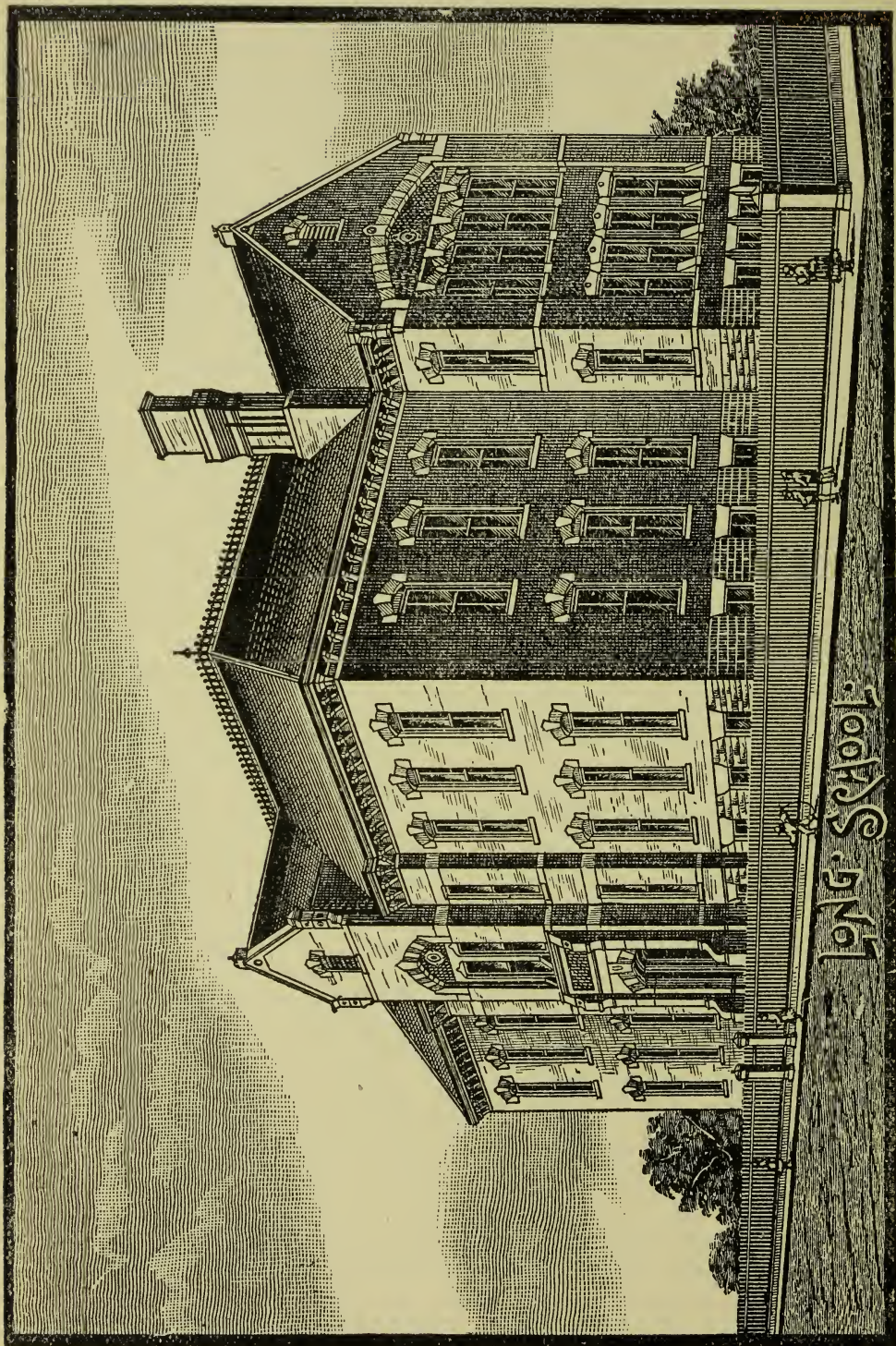
Teachers.....	\$ 2,689.25	
Books and maps.....	62.50	
Stationery.....	78.89	
Supplies.....	10.75	
Repairs.....	157.10	
Furniture.....	53.50	
Fuel.....	184.50	
Janitor.....	592.00	
Repairs to heating apparatus.....	12.75	
Repairs to water service and sewerage...	14.57	
Improvements.....	15.64	
Drayage.....	2.25	
		\$3,873.70

GIBSON SCHOOL.

Teachers.....	\$ 769.75	
Books and maps.....	9.76	
Stationery.....	10.26	
Supplies.....	4.77	
Repairs.....	7.29	
Fuel.....	42.75	
Janitor.....	170.00	
Rent.....	200.00	
Repairs to heating apparatus.....	13.40	
Drayage.....	.50	
		<hr/>
		\$ 1,228.48
		<hr/> <hr/>

HARTMAN SCHOOL.

Teachers.....	\$ 8,709.60	
Books and maps.....	271.34	
Stationery.....	196.96	
Supplies.....	49.90	
Repairs.....	202.26	
Furniture.....	22.95	
Fuel.....	734.86	
Light.....	2.25	
Janitor.....	1,600.75	
Telephone.....	52.80	
Repairs to heating apparatus.....	18.80	
Improvements.....	50.	
		<hr/>
		\$ 11,862.97
		<hr/> <hr/>



NOTE—Leavenworth School was built from same plans as the above, and is substantially the same.

HICKORY SCHOOL.

Teachers.....	\$ 2,975.00	
Books and maps.....	65.83	
Stationery	58.88	
Supplies.....	21.25	
Repairs	77.99	
Fuel	192.90	
Janitor	762.00	
Repairs to heating apparatus.....	2.85	
Repairs to water service and sewerage....	6.48	
Improvements	1.12	
Drayage	7.00	
		\$ 4,171.30

IZARD SCHOOL.

Teachers.....	\$ 8,107.00	
Books and maps.....	474.63	
Stationery	211.47	
Supplies	27.70	
Repairs	495.82	
Furniture	86.85	
Fuel	954.44	
Light	3.00	
Janitor	1,310.65	
Telephone	52.80	
Repairs to heating apparatus.....	31.20	
Repairs to water service and sewerage....	30.38	
Improvements	1.36	
Drayage	4.50	
		\$ 11,791.80

JACKSON SCHOOL.

Teachers.....	\$ 1,185.00
Books and maps.....	12.72
Stationery.....	9.60
Supplies	13.45
Repairs.....	191.49
Furniture	14.40
Fuel.....	116.10
Janitor... ..	295.00

\$ 1,837.76

LAKE SCHOOL.

Teachers.....	\$ 12,145.25
Books and maps.....	381.20
Stationery	240.12
Supplies	77.72
Repairs	232.98
Fuel	542.47
Light.....	14.48
Janitor	1,555.00
Telephone.....	66.00
Rent.....	200.00
Repairs to heating apparatus.....	256.15
Repairs to water service and sewerage....	17.88
Improvements	5.04
Insurance.....	316.00
Drayage.....	11.00

\$ 16,061.29

LEAVENWORTH SCHOOL.

Teachers.....	\$ 6,343.25	
Books and maps.....	171.77	
Stationery.....	143.11	
Supplies.....	39.01	
Repairs.....	202.21	
Furniture.....	64.65	
Fuel.....	366.97	
Light.....	1.50	
Janitor.....	885.00	
Telephone.....	44.00	
Repairs to heating apparatus.....	126.95	
Repairs to water service and sewerage....	7.00	
Improvement.....	82.38	
Drayage.....	6.35	
		\$ 8,484.15

LONG SCHOOL.

Teachers.....	\$ 11,943.00	
Books and maps.....	214.31	
Stationery.....	137.89	
Supplies.....	68.45	
Repairs.....	780.49	
Furniture.....	26.60	
Fuel.....	782.14	
Light....	2.25	
Janitor.....	1,913.50	
Telephone.....	61.60	
Rent.....	685.00	
Repairs to Heating Apparatus.....	23.30	
Repairs to water service and sewerage....	15.25	
Improvements.....	1,593.03	
Cleaning vaults.....	4.00	
Drayage.....	5.00	
		\$ 18,255.81

LOTHROP SCHOOL.

Teachers.....	\$ 3,895.50
Books and maps.....	236.96
Stationery.....	68.13
Supplies.....	50.41
Repairs.....	129.21
Furniture.....	2.50
Fuel.....	312.75
Janitor.....	769.50
Rent.....	1,080.00
Repairs to heating apparatus.....	11.15
Repairs to water service and sewerage...	1.30
Drayage.....	2.75
	<hr/>
	\$ 6,560.16

MASON SCHOOL AND PLEASANT ANNEX.

Teachers.....	\$ 9,544.75
Books and maps.....	260.17
Stationery.....	142.42
Supplies	76.05
Repairs	618.41
Furniture .....	.75
Fuel	713.82
Light.....	4.50
Janitor	1,557.50
Telephone.....	52.80
Repairs to heating apparatus.....	527.79
Repairs to water service and sewerage...	102.29
Improvement.....	18.36
Insurance.....	356.00
Drayage.....	1.50
	<hr/>
	\$ 13,977.11

OMAHA VIEW SCHOOL

Teachers.....	\$ 6,956.25
Books and maps.....	321.11
Stationery.....	200.86
Supplies	32.40
Repairs	587.21
Furniture	99.25
Fuel	435.48
Light.....	3.00
Janitor	1,030.00
Telephone.	79.20
Repairs to heating apparatus.....	130.13
Repairs to water service and sewerage...	22.10
Improvement.....	2,032.59
Insurance.....	158.00
	<u>\$ 12,087.58</u>

PACIFIC SCHOOL.

Teachers.....	\$ 8,520.50
Books and maps.....	274.53
Stationery.....	155.49
Supplies.....	44.65
Repairs.....	285.53
Furniture.....	11.50
Fuel.....	714.38
Light.....	4.50
Janitor.....	1,259.00
Telephone.....	48.40
Rent	896.66
Repairs to heating apparatus.....	770.95
Repairs to water service and sewerage...	42.75
Drayage.....	13.00
	<u>\$ 13,041.84</u>

PARK SCHOOL.

Teachers.....	\$ 8,424.00
Books and maps.....	371.34
Stationery	174.44
Supplies	40.40
Repairs	464.88
Furniture	6.25
Fuel	553.43
Light	1.50
Janitor	1,230.00
Telephone	61.60
Repairs to heating apparatus.....	48.12
Repairs to water service and sewerage....	9.40
Improvements	72.52
Insurance.....	46.00
Drayage	3.50
	<hr/>
	\$ 11,507.38

PAUL SCHOOL.

Teachers.....	\$ 2,194.38
Books and maps.....	5.55
Stationery	17.82
Supplies.....	7.75
Repairs	95.65
Fuel	147.82
Janitor	488.00
Insurance.....	40.00
Moving buidling.....	62.00
	<hr/>
	\$ 3,058.97

SARATOGA SCHOOL.

Teachers.....	\$ 4,081.12	
Books and maps.....	140.27	
Stationery.....	60.35	
Supplies.....	25.55	
Repairs.....	240.80	
Furniture.....	6.75	
Fuel.....	257.25	
Janitor.....	756.00	
Repairs to heating apparatus.....	20.25	
Improvements.....	116.73	
Drayage.....	4.00	
		\$5,709.07

SHERMAN SCHOOL.

Teachers.....	\$ 1,327.50	
Books and maps.....	41.97	
Stationery.....	15.61	
Supplies.....	23.88	
Repairs.....	63.14	
Furniture.....	59.13	
Fuel.....	81.90	
Janitor.....	247.00	
Rent.....	136.00	
Repairs to heating apparatus.....	10.65	
Improvement and construction.....	1,576.79	
Site.....	1,600.00	
Moving building.....	28.00	
Interest.....	16.33	
Drayage.....	10.75	
		\$ 5,238.65

VINTON SCHOOL.

Teachers.....	\$2,105.00
Books and maps.....	98.56
Stationery.....	33.03
Supplies.....	4.60
Repairs.....	43.08
Fuel.....	126.30
Janitor.....	466.00
Repairs to heating apparatus.....	26.65
Improvements	22.79
	<hr/>
	\$ 2,926.01

WALNUT HILL SCHOOL.

Teachers.....	\$ 8,145.47
Books and maps.....	270.49
Stationery.....	136.21
Supplies.....	52.82
Repairs.....	330.53
Furniture.....	9.00
Fuel.....	466.47
Light.....	1.50
Janitor.....	1,170.00
Telephone.....	79.20
Rent.....	195.93
Repairs to Heating Apparatus.....	113.71
Repairs to water service and sewerage....	8.70
Improvements.....	83.76
Insurance.....	128.00
Drayage.....	14.25
	<hr/>
	\$ 11,206.04

WEBSTER SCHOOL.

Teachers.....	\$ 8,487.60
Books and maps.....	131.87
Stationery.....	106.66
Supplies.....	18.65
Repairs.....	217.00
Fuel.....	583.60
Light.....	1.50
Janitor.....	1,140.00
Telephone.....	57.20
Repairs to heating apparatus.....	375.93
Repairs to water service and sewerage....	18.95
Improvement.....	32.49
Insurance.....	212.50
Drayage.....	1.75
	<u>\$ 11,385.70</u>

WEST OMAHA SCHOOL.

Teachers.....	\$ 2,893.50
Books and maps.....	117.56
Stationery.....	61.42
Supplies.....	26.92
Repairs.....	52.50
Furniture.....	24.65
Fuel.....	210.15
Janitor.....	592.00
Repairs to heating apparatus.....	9.00
Insurance.....	40.00
Surveying.....	12.00
Drayage.....	.50
	<u>\$ 4,040.20</u>

WEST SIDE SCHOOL.

Teachers.....	\$ 1,338.00
Books and maps.....	26.05
Stationery.....	14.48
Supplies	2.65
Repairs.....	2.87
Furniture	4.25
Fuel.....	69.75
Janitor... ..	296.00
Repairs to heating apparatus.....	13.70

\$ 1,767.75

TRAINING SCHOOL.

Teachers	\$ 3,772.50
Books and maps.....	78.48
Stationery	20.63
Supplies .....	.75
Repairs	186.15
Furniture.....	4.25
Fuel	197.65
Janitor	170.00
Telephone	52.80
Repairs to heating apparatus.....	229.50
Improvements	211.40
Printing	9.50
Drayage	6.50

\$ 4,940.11

MANUAL TRAINING SCHOOL.

Teachers.....	\$ 758.25
Supplies.....	282.77
Repairs	183.67
Janitor.....	646.00
Stationery.....	6.00
Books, etc.....	6.80
Drayage	1.00

\$ 1,884.49

CLIFTON HILL SCHOOL.

Teachers.....	\$ 702.50
Books and maps.....	51.36
Stationery	32.10
Supplies	20.19
Repairs	30.81
Furniture	37.50
Fuel	73.75
Janitor	120.00
Construction	7,680.14
Improvements	57.75
Insurance.....	162.50
Moving closet.....	40.00
Drayage	20.00
	<hr/>
	\$ 9,028.60

KELLOM SCHOOL.

Teachers.....	\$ 2,510.50
Books and maps.....	64.96
Stationery	51.06
Supplies	79.42
Repairs.....	36.81
Furniture	2,953.00
Fuel.....	358.89
Janitors.....	375.25
Construction.....	9,533.67
Improvements	475.16
Insurance.....	300.00
Drayage	4.00
	<hr/>
	\$ 16,742.72

 MONMOUTH PARK SCHOOL.

Teachers.....	\$ 192.00
Books and maps.....	8.50
Stationery.....	15.71
Supplies	14.55
Repairs.....	249.68
Fuel.....	13.50
Repairs to heating apparatus.....	5.15
Janitor.....	45.00
Construction	34.29
Improvements.....	493.96
Site.....	4,400.00
Insurance.....	30.00
Moving closets.....	15.00
Drayage.....	12.00
	<hr/>
	\$5,529.34

 SUPERINTENDENT OF PUBLIC SCHOOLS.

Superintendent's Salary.....	\$ 3,465.00
Stationery	28.55
Supplies	8.65
Printing	434.10
Postage	37.15
Repairs .....	.35
Telephone.....	24.10
	<hr/>
	\$ 3,997.90

 SECRETARY'S OFFICE.

Secretary's salary.....	1,650.00
Clerk's salary.....	770.00
Stationery.....	35.25
Supplies.....	36.30
Postage	28.65
Repairs.....	3.90
Telephone	20.45
Printing.....	122.50
	<hr/>
	\$ 2,667.05

BOARD OF EDUCATION.

Books.....	3.25	
Supplies	28.60	
Repairs	4.43	
Rent.....	1,155.00	
Printing.....	467.80	
Advertising	261.75	
Engineer to test heating apparatus.....	24.00	
Express charges.....	2.10	
Freight and Cartage.....	40.00	
Treasurer's vault rent.....	27.10	
Building permits.....	7.00	
City Directory.....	5.00	
Recording deeds.....	4.55	
Carriage for special committee (sanitary).	6.50	
Mr. James visit to St. Louis (Kinderg'd'n)	30.00	
Dr. Spalding, Lincoln, registering bonds..	4.80	
C. Conoyer, " " " (2)	8.10	
		\$ 2,079.88

HARTMAN NIGHT SCHOOL.

Teacher.....	\$ 156.00	
Supplies.....	2.70	
Light	3.75	
Janitor.....	39.00	
		\$ 201.45

LONG NIGHT SCHOOL.

Teachers.....	\$ 124.00	
Books.....	19.05	
Stationery.....	5.91	
Supplies.....	4.75	
Light.....	3.00	
Janitor	31.00	
		\$ 187.71

UNGRADED SCHOOL.

Teachers.....	\$ 180.00	
Books, etc.....	17.95	
Stationery	1.27	
Janitor.....	45.00	
		\$ 244.22

SUPERINTENDENT OF BUILDING DEPARTMENT.

Salary.....	\$ 1,650.00	
Horse and wagon.....	330.00	
Stationery.....	.50	
Supplies.....	28.24	
Cartage.....	12.66	
Postage.....	12.50	
		\$ 2,033.90

ATTORNEY'S DEPARTMENT.

Salary	\$ 511.05	
Expense to Lincoln.....	3.50	
Court expenses.....	5.85	
		\$ 520.40

ELECTION EXPENSES.

Election booths.....	\$ 2,787.50	
Yale locks for ballot boxes.....	47.60	
Printing tickets.....	315.00	
Advertising.....	580.50	
Cartage.....	6.90	
Repairing boxes and locks.....	2.25	
Judges and clerks of election.....	2,464.00	
Ballot boxes.....	206.67	
Rent for rooms....	95.00	
Omaha Printing Co., poll books.....	80.00	
		\$ 6,585.42

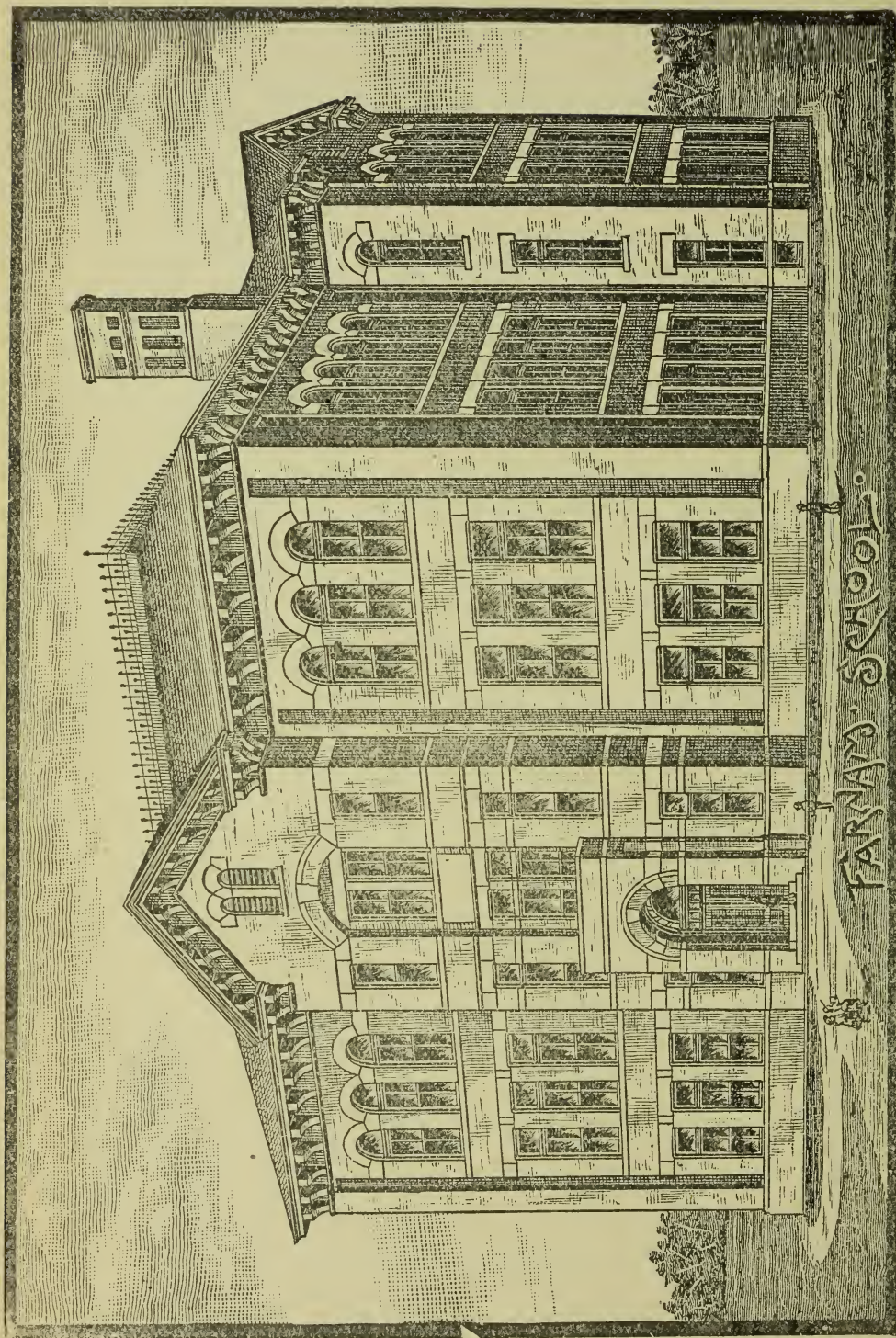
RECAPITULATION.

High School.....	\$ 33,514.69
Ambler School.....	2,043.42
Bancroft School....	6,890.56
Cass School.....	9,327.30
Castellar School.....	10,889.95
Center School.....	8,147.04
Central School.....	7,799.68
Central Park School.....	4,772.92
Davenport School....	4,125.27
Dodge School.....	7,366.53
Dupont School.....	6,816.12
Eckerman School.....	1,142.74
Farnam School.....	12,714.26
Forest School.....	3,307.99
Fort Omaha School.....	1,356.97
Franklin School.....	3,873.70
Gibson School.....	1,228.48
Hartman School.....	11,862.97
Hickory School.....	4,171.30
Izard School.....	11,791.80
Jackson School.....	1,837.76
Lake School.....	16,061.29
Leavenworth School....	8,484.15
Long School.....	18,255.81
Lothrop School.....	6,560.16
Mason School and Pleasant Annex.....	13,977.11
Omaha View School.....	12,087.58
Pacific School.....	13,041.84
Park School.....	11,507.38
Paul School.....	3,058.97
Saratoga School.....	5,709.07
Sherman School.....	5,238.65
Vinton School.....	2,926.01
Walnut Hill School.....	11,206.04
Webster School.....	11,385.70
West Omaha School.....	4,040.20
West Side School.....	1,767.75
Training School.....	4,940.11
Manual Training School.....	1,884.49
Clifton Hill School.....	9,028.60
Kellom School.....	16,742.72

Carried forward..... \$332,885.08

<i>Brought forward</i>	\$332,885.08
Monmouth Park School.....	5,529.34
Superintendent of Public Schools.....	3,997.90
Secretary's office.....	2,667.05
Board of Education.....	2,079.88
Hartman night school.....	201.45
Long night school.....	187.71
Ungraded school.....	244.22
Superintendent of buildings department..	2,033.90
Attorney's department.....	520.40
Special and substitute teachers.....	4,863.50
Interest and exchange.....	20,039.37
Special taxes.....	1,385.11
Examining committee.....	330.00
Music supplies.....	879.07
Drawing supplies.....	18.60
Supplementary readers.....	1,025.65
Taking census.....	350.59
Special visiting committee.....	270.00
Architect department salary.....	1,025.00
Election expenses.....	6,585.42

\$387,119.24



NOTE—Castellar School was built from same plans as the above, and is substantially the same.

LIST OF REAL ESTATE AND BUILDINGS IN POSSESSION OF THE
BOARD OF EDUCATION.

High School.—Capitol Square.

Ambler.—A two-room frame building, on lots 6, 7, 8, 9 and 10, block 18, Ambler Place; corner Forty-fourth and Martha streets.

Bancroft.—An eight-room brick building, lots 4, 5 and 6, Redfield's sub-division, tax lot 5, section 34, town 15, range 13, east of 6th principal meridian; ninth street, south of Bancroft.

Cass.—An eight-room brick building, also annex known as St. Barnabas, which is a two room frame building. The brick building is located on lot 6 and west 44 feet of lot 7, in block 25, Omaha. The frame annex located on east half of lot 3, block 21; south side of Cass street, between Eighteenth and Nineteenth streets.

Castellar.—An eleven-room brick building on lots 7 and 8, block 11. Improvement Association Addition, corner of Eighteenth and Castellar streets.

Center.—Four-room brick building and frame annexes, on a tract of ground 138 by 170 feet, the southeast corner of lot 1, block 2, Kountze's 4th Addition. Two additional lots purchased by the Board. Contract let for a new twelve-room building on this site.

Central Park.—A four-room brick building with annexes, on one acre of ground in Central Park Addition, Forty-second and Saratoga streets.

Clifton Hill.—Five-room frame building, on lots 10, 11, 12, 13 and 14, block 15, Hitchcock's First Addition. Forty-second and Miami streets.

Central.—Contract let for a twelve-room building on part of lots 2 and 3, Capiton Addition, corner Twenty-second and Dodge streets.

Davenport.—Two two-room frame buildings, located on leased ground in Stewart Place, corner of Thirty-eighth and Davenport streets.

Dodge.—An eight-room brick building, on lots 3 and 4, block 101, corner of eleventh and Dodge streets.

Douglas.—Lots 1, 2 and 3, block 4, Boggs & Hill's Addition, corner of Twenty-ninth and Douglas streets.

Dupont.—A four-room brick building on lot 35, Clark Place, corner of Twenty-ninth and Martha streets.

Eckerman.—A one-room frame building on a two-acre tract of ground, bounded on the west by Saddle Creek, and on the north by Park street.

Farnam.—An eleven-room brick building on lots 1, 2 and 3, block 10, McCormick's Addition, corner of Twenty-ninth and Farnam streets.

Forest.—Two two-room frame buildings on one acre of ground, a part of tax lot 4, section 34, town 15, range 13, east of 6th principal meridian, near Park Forest Addition, Eleventh and Phelps streets.

Fort Omaha.—A two-room frame building, located on leased ground in McEntee's Addition, fronting on Brown street.

Franklin.—Two frame buildings of two rooms each, on lots 9, 10, 11 and 12, block K, Lowe's Addition, corner of Franklin and Thirty-first streets. Contract let for a new twelve-room building on this site.

Gibson.—A two-room frame building fronting on Calhoun avenue, in tax lot 12, section 35, town 15, range 13, east of 6th principal meridian.

Hartman.—A seven-room brick building and frame annexes on lot 3, block 13, Kountze's 3d Addition, fronting on Fifteenth and Sixteenth streets, near Williams. Additional ground purchased on the south and contract let for a sixteen room building.

Hickory.—Three frame buildings, two of two rooms, the the other of one room, on lots 5 and 6, block 38, Credit Foncier Addition to Omaha. Bonds voted for an eight-room building on this site. Sixteenth and Hickory streets.

Izard.—A ten-room brick building and frame annexes, on lots, 5, 6, 7 and 8, block 195½, fronting on Izard, Nineteenth and Twentieth streets.

Jackson.—Two one-room frame buildings, on lot 3, block 174, frontage on Jackson street, between Twelfth and Thirteenth.

Kellom.—Sixteen-room building on ground 200 by 300 feet, fronting on Twenty-second and Twenty-third streets, between Nicholas and Paul streets.

Lake.—A sixteen-room brick building, on lots 1, 2, 3, 4 and 5, block 3, Lake's Addition, frontage on Lake, Nineteenth and Spruce streets.

Leavenworth.—An eight-room brick building, on lots 26, 27 and 30, block 5, Kountze & Ruth's Addition, corner of Seventeenth and Leavenworth streets.

Long.—An eight-room brick building and six annexes, on lots 1, 2 and 3, block 15, Parker's Addition, corner of Twenty-sixth and Franklin streets. A new eight-room addition provided for.

Lothrop.—Three frame buildings, comprising six rooms, on lots 11, 12, 13, 14 and 15, block 30, Kountze's Place, corner of Twenty-second and Lothrop streets. A new ten-room building being erected.

Mason.—A sixteen-room brick building, on lots 40, 41, 42, 43, 44, 45 and the south 38 feet of lots 39 and 46, in Redick's Addition, frontage on Twenty-fourth and Twenty-fifth near Mason.

Monmouth Park.—A two-room frame building, on lots 1, 2, 3, 4 and 5, block 8, Monmouth Park. Thirty-third and Meredith streets.

Omaha View.—A ten-room brick building, on lots 17, 18, 19 and 20, in block 10, in Omaha View Addition, corner of Thirty-second and Corby streets.

Pacific.—An eight-room brick building and three annexes, on lots 2 and 3, block 249, on Pacific street, between Ninth and Tenth.

Park.—An eleven-room building, on lots 9, 10 and 11, block 12, Hanscom Place, corner of Twenty-ninth and Woolworth avenue.

Pleasant.—A two-room brick building and two-room frame annex on lots 26 and 29, Griffin & Isaac's Addition, fronting on Pleasant street near St. Mary's avenue.

Saratoga.—A four room frame building and two annexes, on lots 12 and 13, in section 3, town 15, range 13, east of

6th principal meridian, at the corner of Commercial and Twenty-fourth streets. A new eight-room building being erected.

Sherman.—A two-room frame building, on lots 1, 2, 3, 4, 21, 22, 23 and 24, block 1, Reunion Addition.

Vinton.—Two school buildings, one a two-room frame, and one a two-room brick, on a part of tax lot 21, section 34, town 15, range 13, east of 6th principal meridian, at the corner of Twenty-first and Boulevard streets.

Walnut Hill.—An eight-room brick building on lots 52, 53, 54, 55, 56, 57, 58 and 59, block 2, Saunders and Himebaugh's Addition to Walnut Hill, fronting on Hamilton street, between Dale and Eureka.

Webster.—A twelve-room brick building, on lots 9, 10, 11 and 12, block 3, Hillside Addition No. 2, at the corner of Twenty Eighth and Webster streets.

West Omaha.—Two frame buildings of two rooms each, on lot 2, block 13, West Omaha, corner Thirty-ninth and Jones. Contract let for a ten-room building.

West Side.—A two-room frame building, on lots 21, 22, 23, 24 and 25, block 15, West Side Addition, fronting on Fiftieth street, south of Union avenue.

Windsor Place.—Contract let for a new eight-room building, Thirty-fourth and Martha streets.

Superintendent's Report.

SUPERINTENDENT'S REPORT.

To the Honorable Board of Education:

GENTLEMEN:—I herewith submit for your consideration the fifteenth annual report of the schools under your charge.

The total enrollment during the year, excluding evening schools, was 14,525 as against 14,003 last year, being an increase of 522, or $3\frac{1}{2}$ per cent. The average daily attendance was 10,379 as against 9,715 last year, being an increase of 664, or 6 8-10 per cent.

The number of teachers employed at the end of year was 295. Last year the schools began with 284 teachers and closed with 292.

This increase in the force of teachers came principally in the High School, where five additional teachers were employed, an addition of one special teacher and one teacher for the ungraded school established late in the year.

New buildings gave us twenty-two additional rooms during the year, but the abandonment of one rented room at the Pacific, one at the Dupont, two at Walnut Hill, two at Long and the closing of the Izard School, nine rooms, gave us a net increase of seven rooms.

Population of the City (census, 1890).....	140,000
“ “ bet. ages of 5 and 21 (school census 1892) ..	26,723
“ “ “ “ 8 and 14.....	11,013
Pupils between 8 and 14 who attended 60 days or more.....	8,550

Total enrollment in school.....	14,525
Average number belonging.....	10,803
Average daily attendance.....	10,379
Number remaining July 26th, 1892	10,758
" withdrawn during year.....	3 767
" cases tardiness.....	13,018
" of colored pupils.....	394
" of white pupils.....	14,131
" registered in High School.....	747
" " in grammar grades (8th, 7th, 6th, 5th).....	3,670
" " in primary grades (4th, 3d, 2d, 1st).....	10,265
" " in training school and ungraded school....	43
Average number of teachers below the High School.....	267
" daily attendance below High School.....	9,907.6
" attendance per teacher below the High School.....	37
" number of teachers in High School.....	23
" attendance per teacher " " 	25
" number of pupils to a teacher for the entire system...	35.2
" " " " " 1890-91.....	33.4
Increase in number pupils enrolled.....	522
" " " belonging	585
" " " in daily attendance.....	664
" " of teachers.....	4
Number of rooms added.....	22
" " closed.....	15
Net increase.....	7
Number of school rooms in use below the High School.....	250
" pupils registered in Training School.....	24
" " " " High School (420-156-89-82).....	747
" " " " 8th grade.....	537
" " " " 7th " 	694
" " " " 6th " 	1,074
" " " " 5th " 	1,265
	3,670
" " " " 4th " 	2,034
" " " " 3d " 	1,986
" " " " 2d " 	2,329
" " " " 1st " 	3,816
	10,165
Ungraded School.....	19
Number pupils remaining in school at close of year....	10,785
" " " last year.....	10,244
Increase.....	541

Number pupils withdrawn during year.....	3,767
“ “ “ last year.....	3,849
Decrease.....	82
Number pupils enrolled in Evening Schools.....	246
Average daily attendance, “ “	121

Of the 295 teachers employed in the schools 19 are graduates of some college.

The number of graduates of Normal Schools reaches 47.

The number of teachers who have attended a Normal School more than one year, 163. Of the entire number of teachers in the corps, 60 are graduates of the Omaha High School.

Number of male teachers.....	11
“ female teachers.....	284
1 teacher receives \$260 per month	2 teachers receive \$95 per month
1 “ “ 180 “	15 “ “ 90 “
4 “ “ 150 “	1 “ “ 85 “
6 “ “ 140 “	22 “ “ 80 “
6 “ “ 130 “	129 “ “ 70 “
3 “ “ 125 “	14 “ “ 65 “
3 “ “ 120 “	18 “ “ 60 “
3 “ “ 115 “	21 “ “ 55 “
4 “ “ 110 “	24 “ “ 50 “
2 “ “ 105 “	4 “ “ 45 “
12 “ “ 100 “	

Without taking into account the teachers in the High School, the salaries of all teachers receiving less than \$70 per month are advanced \$5 per month each year, until a maximum of \$70 is reached.

There are 81 of these teachers on the list, therefore an increase in salaries of \$405 per month, or \$4,050 per annum must be expected for another year, without taking into account the additional teachers needed by reason of an increase in enrollment.

The increase in the number of cases of tardiness has been very great. The primary cause being the change of

the custom which allowed a leeway of five minutes at the beginning of each session on account of difference in time, to a rigid counting of every pupil as tardy who reached school after the time set for the beginning of the session. Another cause was the doing away of a custom prevalent in some schools of not counting pupils tardy who were unavoidably detained.

There has been, however, an increase in the per cent of attendance which almost always follows the cessation of too great a pressure against tardiness.

It should never be forgotten that the primary end of all pressure to induce punctuality is the creation of habits of regularity.

The ratio which the average daily attendance bears to the total enrollment is a little below 70 per cent, which is a creditable ratio.

However, this ratio is somewhat greater than the reality, owing to the singular custom which has grown up in Omaha of not counting any pupil as enrolled who has attended school less than five days. Between 600 and 700 is a fair estimate of the number of pupils who really attend school, but whose names are not to be found upon our books.

As a matter of fact no child ought to find an entrance into any school whose name is not on the register.

If each pupil was registered by the teacher the moment he entered school, our enrollment would compare more favorably with that of other cities of somewhat similar population.

Elsewhere will be found a statistical table showing the comparative growth of the schools during the last twenty years, embracing the school census, total enrollment, average number belonging and average daily attendance, items which furnish valuable information in relation to the growth of the schools. An inspection of tables given elsewhere will

show that in all the elements indicating improvement in schools, there has been a substantial growth, except in the case of tardinesses.

EXPENSE OF THE SCHOOLS.

Periods of commercial stagnation are always characterized by more or less criticism of public expenditures.

Expenditures which pass unquestioned during an era of prosperity, are constantly challenged when a financial depression strikes the community.

Nearly all of our large cities have been compelled during the past three or four years, to materially reduce their expenditures.

It is the province of wise school management to anticipate the contraction which results from these depressions, and so arrange matters that a reduction can be effected without affecting the efficiency of the schools. The great danger to be avoided is the reduction of the salaries of teachers. The amount expended for teachers' salaries is so large, that a ten per cent reduction upon the gross amount, is so easily made, and presents such a large gross amount, that unless other means of reduction can be pointed out, such action readily commends itself to the school authorities.

But a reduction in salaries is the most costly economy that any school management can suffer, because it leads inevitably to the loss of a proportion of the most competent and best qualified teachers.

This best portion of the corps of teachers is comparatively a small body, and represents the surviving best element of a very large number who have essayed the business of teaching.

Not more than thirty per cent of the entire corps of teachers in the most favored system belong to this class, and

in Omaha the percentage would be even smaller. Any city could better afford to lose five teachers of the ordinary type than one of the superior class just cited.

The expenses of a school system may be treated under two heads—First, What may be denominated fixed charges, which includes salaries of teachers and employes, insurance, text-books, repairs, rent, special taxes, office expenses, elections, supplies, furniture, interest, fuel.

The optional charges include construction improvements, school sites and minor expenses.

By far the largest expenditures it may readily be seen are included under the head of fixed charges. For instance, for the year ending July 30th, 1891, the sum total of the items included under the head of fixed charges was \$333,416.33, while the entire other expenses of the schools for the same year was \$39,410.03, of which sum \$20,000 was used in building the Kellom School, \$2,812.50 for the Clifton Hill School site, \$4,780.42 for construction and \$6,205.48 for permanent improvements, making a total of \$23,798.40, and leaving \$5,611.63 representing various minor expenses.

For the year ending July, 1892, the sum totals of the items included under the head of fixed charges.

Teachers' salaries.....	\$223,171.86
Janitors' "	33,318.40
Officers' "	9,460.00
Books, Maps, Charts and Appliances.....	7,860.49
Stationery	4,117.03
Supplies	1,972.34
Furniture.....	4,000.68
Fuel	14,911.78
Light	146.27
Repairs.....	12,603.16
Rent	5,940.60
Insurance	2,566.00
Supplementary Readers.....	1,025.65

Music Supplies.....	879.07
Drawing Supplies.....	18.60
Elections	6,585.42
Interest and Exchange.....	20,055.80
Special taxes.....	1,385.11
Total	<u>\$349,927.07</u>

School Sites.....	\$ 6,000.00
Construction.....	20,157.23
Improvements	7,176.14
Miscellaneous.....	3,864.81
Total	<u>\$37,198.18</u>

This leaves the problem clearly stated. And even a cursory survey of these items will cause any candid observer to conclude that there is not very much opportunity for a reduction of expenses, unless we attack the items included under the head of fixed charges. Of these, the charge for interest can not be reduced, the charge for insurance can not be reduced without cancelling insurance upon valuable property, which could not well be replaced—a policy which no one would wish to adopt. Special taxes are also a definite charge, which can not be reduced—there remain the cost of text books, already lower than almost anywhere else, supplies where possibly a few thousand dollars can be saved, stationery where the same saving can be effected, furniture where little saving can be made, and finally the large item of salaries of teachers and employes.

While the salaries of teachers in Omaha are relatively large in proportion to salaries paid in a majority of cities having a population upwards of 100,000—absolutely, when the cost of living is concerned, these salaries are in fact no larger than is paid in other cities. I think it is evident therefore that little relief can be in justice expected from a reduction of salaries. And yet it is a matter of common

notoriety that the schools of Omaha are among the most expensive in the country.

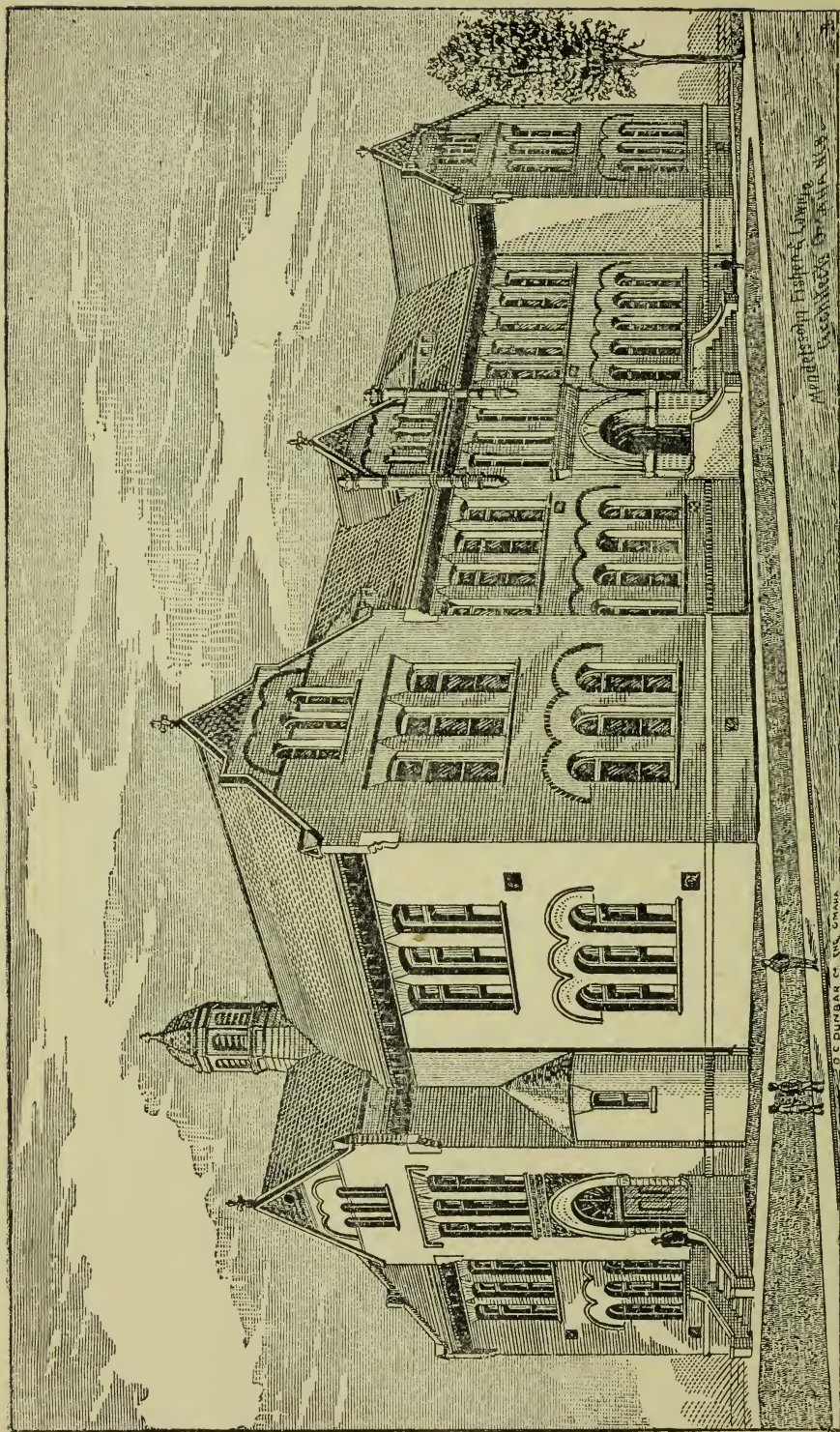
The last published report of the Commissioner of Education devotes considerable space to a table of comparative expense of school management for all cities in the United States over 4,000 in population. An inspection of this table, which gives the average cost per day of tuition and incidentals (incidentals, including everything except school sites, construction and permanent improvements) for each pupil, discloses the fact that only a few small, remotely situated or peculiarly located cities have a larger per capita expense than Omaha.

The only cities reported having a larger daily per capita expense per pupil than Omaha are, Marysville, Cal., 21.1 cents; Aspen, Colo., 27.8 cents; Colorado Springs, Colo., 22.3 cents; Leadville, 24.4 cents; *St. Paul, Minn., 23.1 cents; El Paso, Texas, 19.8 cents; Omaha coming next with 19.2 cents per pupil.

The following table taken from the official report shows the cost per pupil per day of the leading cities of the country, expressed in cents:

San Francisco.....	15.2	Richmond, Va.....	7.5
Los Angeles.....	15.2	Tacoma, Wash....	12
Denver, Colo.....	14.2	New Orleans.....	7.3
New Haven, Conn.....	11.5	Portland, Me.....	11.5
Washington, D. C.....	12.2	Boston.....	14.5
Chicago.....	12.9	Cambridge, Mass.....	10.4
Indianapolis.....	11.2	Lowell ".....	13.3
Fort Wayne.....	13.3	Lynn, ".....	10.4
Des Moines.....	17.6	New Bedford, ".....	13.4
Louisville.....	10.2	Springfield, ".....	13.8
Burlington, Vt.....	14.2	Worcester, ".....	11.6

*Board of Education legislated out of office on account of its extravagance.



LAKE SCHOOL,

Wendell H. Fisher & Son
Engravers, New York

W. H. B. 1874

Detroit	9.5	Memphis	11.3
Grand Rapids.....	11.5	Nashville.....	8.9
Milwaukee	11.5	Albany, N. Y.....	11.1
Duluth	15.4	Brooklyn.....	10.6
Minneapolis.....	15.8	Buffalo.....	11.8
St. Louis.....	12.3	New York.....	10.9
St. Joseph.....	14.4	Rochester	11.6
Kansas City.....	14.	Syracuse	8.7
Omaha	19.2	Utica.....	9.6
Lincoln, Neb.....	9.5	Cincinnati.....	14.1
Kearney.....	16.4	Cleveland	15.
Virginia City, Nev.....	13.8	Columbus	11.6
Portsmouth, N. H.....	16.3	Dayton.....	13.7
Camden, N. J.....	10.7	Toledo	9.2
Jersey City.....	9.2	Philadelphia.....	11.8
Newark.....	10.1	Pittsburgh.....	11.2
Montclair, N. J.....	17.4	Providence, R. I.....	11.2
Plainfield, N. J.....	15.5		

While any comparison of financial statements of different cities has its difficulties, and while one must necessarily take into consideration many questions, such as the relative compactness of the city, the relative efficiency of communities, the location of school buildings, the efficiency of different groups of teachers, the advantages of an old and settled community, difference in compensation of employes, cost of fuel and countless other items, still it would seem that the margin between the average cost in other cities and that of Omaha is too great to be explained away by any of the considerations heretofore enumerated. It would seem that we ought to get along with an expenditure comparable relatively with that of Minneapolis, Denver, Kansas City, Milwaukee, San Francisco, Chicago, Boston, Washington, St. Louis, Providence, Detroit, Cleveland, Los Angeles.

A reduction of the per capita cost of but one cent per day per pupil would save \$15,975 per annum. Somewhere about 13.5 cents per day seems to be the average expenditure per pupil per day in cities of similar population, while

if we could reduce our per capita expenditure to but 15.2 per day, we could make a saving of upwards of \$63,000 per annum. This saving would enable the management to meet all the expenses of the schools without a dollar of local taxation, and at the same time build an eight-room building every year.

In the main this result can be brought about very easily and very simply by a change in the organization of the schools. The change in question will not only effect a great saving of money, but it will also redound to the efficiency of the schools.

This change of organization can be very readily effected by classifying the schools in such a way, that schools which are so small, and so ineligibly located that classes in the upper grades can not be maintained, shall be restricted in their school membership to such grades of pupils, as can be gathered together in such numbers as can be efficiently and economically handled. This plan would not contemplate any change in the suburban schools where the surrounding country is sparsely populated.

It has already been pointed out by the Committee on Classification that such a classification of the schools of the city as would raise the average daily attendance of thirty-five per teacher to forty per teacher would effect a saving of upwards of \$25,000 per annum.

In answer to the objection that has been raised that such an increase would be detrimental to the best interest of the schools, it may be well to state that in the best schools in this country it is rare to find a schoolroom with so few pupils in it as forty.

And the best schools in this city, such as the Long with fifteen teachers at the close of school this year had 618 pupils remaining, or an average of forty-four, not including the principal, and an average of more than forty, including the principal to the teacher.

The Lake School with eighteen teachers, had at the close of school 735 pupils, or an average of over forty, including the principal, and an average of forty-four not including the principal.

The Park School with twelve teachers, had 504 pupils at the close of school, with an average of over forty per teacher, and not including the principal an average of forty-six per teacher.

The same is true of the Kellom, with 614 pupils and fifteen teachers, or an average of forty, not including the principal.

Also the Lothrop, with six teachers and 288 pupils, and an average of forty-eight to a teacher.

Also the Walnut Hill, with 376 pupils remaining and nine teachers, with an average of forty-two to a teacher.

The following table gives the number of teachers, average daily attendance, and average attendance to each teacher for every school in the city:

SCHOOL	No. of Teachers	Average Attendance	Average Attendance Per Teacher	Cost per Pupil per Annum
Ambler.....	2	36.6	18.	\$55.83
Bancroft.....	7	214.6	31.	32.12
Cass.....	9	308.4	34.	30.24
Castellar.....	12	442.9	37.	24.47
Center.....	8	278.	34.	27.80
Central.....	9	326.6	36.	23.85
Central Park.....	5	178.9	36.	26.66
Clifton Hill.....	4	116.4	29.	.....
Davenport.....	4	146.	36.	27.10
Dodge.....	7	228.2	33.	32.30
Dupont.....	7	217.	31.	29.51
Eckerman.....	1	17.2	17.	67.22
Farnam.....	11	406.3	37.	24.98
Forest.....	4	154.6	38.	21.34
Fort Omaha.....	1	37.7	37.1	29.70
Franklin.....	4	156.8	39.	24.57
Gibson.....	1	30.8	30.8	30.00
Hartman.....	13	449.2	34.	26.12
Hickory.....	5	186.9	37.	22.30
Izard.....	4	152.5	38.	.....
Kellom.....	15	570.4	39.	.....
Jackson.....	1	32.7	32.	.....
Lake.....	18	685.5	39.	23.09
Leavenworth.....	9	325.7	36.	25.76
Long.....	15	603.7	40.	26.45
Lothrop.....	6	258.7	43.	21.15
Mason.....	13	442.4	37.	28.90
Monmouth Park.....	1	21.1	21.1	.....
Omaha View.....	10	338.9	34.	29.66
Pacific.....	12	427.4	35.	28.44
Park.....	11	468.6	42.	24.80
Pleasant.....	1	27.7	27.7	.....
Saratoga.....	6	212.9	35.	26.25
Sherman.....	2	61.9	31.	30.79
Vinton.....	3	94.2	32.	30.90
Walnut Hill.....	9	398.5	44.	27.45
Webster.....	12	417.6	35.	24.81
West Omaha.....	4	145.1	36.	27.84
West Side.....	2	54.7	27.	32.14
Ungraded.....	1	10.	10.	.....
Training.....	1	19.4	19.4	.....
High.....	23	571.4	25.	.....

It will be readily seen from an inspection of this table exactly what relation any one school bears to the other, in this respect, and to the city.

In the organization of a school system certain conditions must exist to prevent disintegration, and even after we have

secured these conditions disintegration comes fast enough, unless remedies are applied promptly.

There were 10,758 pupils remaining in school at the close of the year. Of these 2852 or twenty-six per cent were in the first grade, 1808 or seventeen per cent in the second grade, 1942 or fourteen per cent in the third grade, and 1511 or fourteen per cent in the fourth grade, 936 or nine per cent in the fifth grade, 736 or seven per cent in the sixth grade, 488 or four per cent in the seventh grade, and 399 or four per cent in the eighth grade, and 520 or five per cent in the High School and Training School.

Now in a four room school such as I have in mind there were last year all the grades from the first to the eighth. One room was taken up with the first grade children. This left but three rooms remaining for classes in the remaining seven grades. There were in reality six classes in those three rooms, whereas to do justice to the children there should have been fourteen classes, two for each grade.

The result can not fail to be disastrous in its effects upon the children, as it inevitably results in poor preparation and uneven work. Such a school has none of the advantages of an ungraded school, and receives few of the benefits accruing from the division of labor that come to the graded school.

As a rule a four-room school can not do either profitable or efficient work unless restricted in its membership to classes under the fifth grade. A six-room school can not do either efficient or profitable work unless restricted in its membership to the fifth grade. And it is rare to find an eight-room building where the retention of classes above the sixth grade will not materially embarrass the work, either by placing too heavy burdens upon the teachers in the lower grades or forcing unwise consolidation of classes in the upper grades.

One of the prominent factors in bringing about this condition in Omaha, is the schedule of salaries for principals, which gives an advance in salary for every additional room that is opened, and thus places a premium upon the employment of additional teachers and the disintegration of adjacent schools.

It would be comparatively a small matter if this condition resulted only in an increased expense. But when this increased expense only results in a decreased efficiency, as every teacher knows, it would seem to be necessary to devise some means that will bring about a change.

Cities like Minneapolis, Chicago, Boston, Cincinnati, St. Louis and Denver, reach these ends by two very simple provisions. First, an additional teacher is assigned to a school when the number of pupils exceeds an average of forty-five pupils to a teacher by forty-five.

Second, whenever the highest class in any building falls below twenty for a space of twenty days it is transferred away to the nearest school which can accommodate these pupils.

Suburban schools are of course a class by themselves.

In Massachusetts, the state has already taken up this question of organization and is applying it to the country schools, to the extent of taking the children at the public expense from their homes to properly located centers, thereby increasing the efficiency and decreasing the total expense of maintaining schools.

THE HIGH SCHOOL.

The High School continues to grow in importance, the enrollment this year being 747 as against 617 last year, an increase of 131. Although growing so rapidly the school is still comparatively small as compared with the high schools of surrounding Western cities—Kansas City enrolling 1,067, Denver 900, St. Paul 1,100 and Minneapolis 1,300.

The character of the work is excellent, when judged by the success of its graduates, when brought into contact with the graduates of other high schools in the various colleges to which our pupils have been admitted.

For a number of years complaints have been frequent from the teachers in the High School relative to the preparation that pupils received in the grades prior to admission to the High School.

These complaints have always been general in their character until this year, when a report was made to the Superintendent showing somewhat in detail the relative efficiency of pupils coming to the High School from the various schools of the city.

I subjoin copies of these reports, omitting the names of the schools from which pupils entered the High School. An inspection of these reports indicates that the work in arithmetic in the grades is deficient, or the teaching of algebra and arithmetic in the High School not adapted to the children—perhaps both.

	Admitted to High School by Examination	Entered the School	Passed into 10th Grade	Failed in Arithmetic	Failed in Algebra	Left, account of Health	Dropped, Behavior	Left, Other Causes
.....	5	3	1	1	0	0	0	2
.....	23	22	12	2	3	2	1	7
.....	9	8	6	0	1	0	0	2
.....	12	11	6	1	0	0	0	3
.....	18	17	8	1	1	2	0	7
.....	32	28	17	4	2	3	2	6
.....	14	12	6	2	3	1	0	5
.....	14	9	5	0	3	0	0	4
.....	18	14	0	1	5	2	0	12
.....	29	20	9	1	6	1	0	10
.....	20	18	9	3	4	1	0	8
.....	49	44	12	12	15	2	0	30
.....	18	12	1	1	4	2	0	9
Total.....	261	218	92	29	47	16	3	107

The table for this year is incomplete on account of reports from two schools having been mislaid. The following is a summary:

Passed into the High School.....	286
Actually entered High School.....	251
Promoted to tenth grade.....	112
Without conditions.....	60
With conditions.....	52
Failed in Arithmetic.....	28
Failed in Algebra.....	40
Left—ill health.....	7
Failed or withdrawn.....	59
Made no record.....	29

This record indicates that the number promoted into the tenth grade is only forty-three per cent of the number admitted to the school, which is a very surprisingly small proportion.

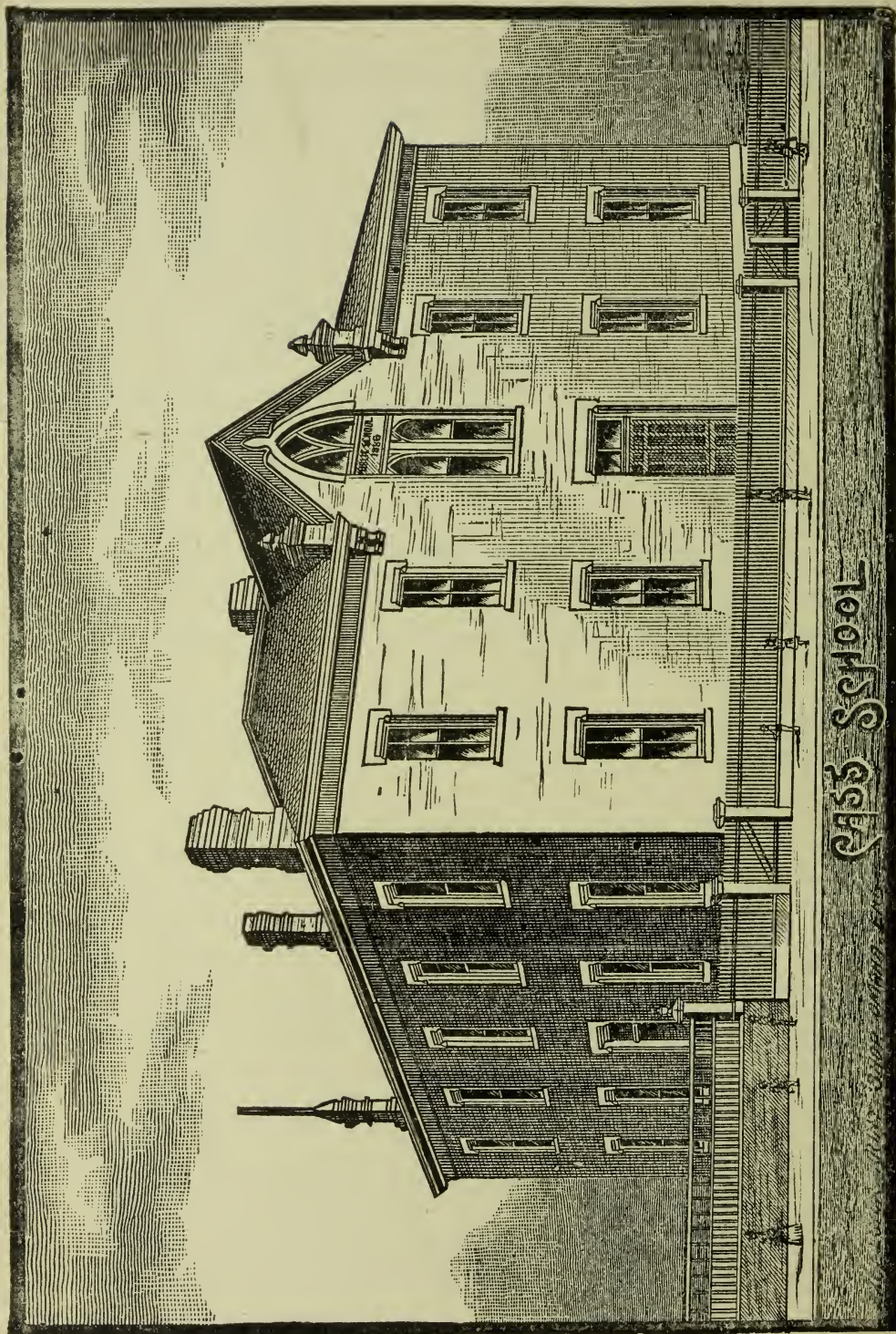
It would seem that this proportion ought to be largely increased so that sixty per cent should pass into the tenth grade.

It is to be hoped that the responsibility for this small ratio may be fixed the coming year, and with the removal of the cause the normal rate of promotion may follow.

The High School has operated under many disadvantages during the year, owing to the pressure of some 360 children in the grades, on the first floor of the High School building.

The erection of the new Central School, now under contract, will materially reduce the pressure upon the High School by giving seven additional rooms. I believe, however, that this relief will only be temporary, and that by the end of the coming year the influx of children from the grammar grades will crowd the High School into much the condition now existing.

There are but two remedies for this state of things. The most desirable, taking everything into consideration, is the



erection of a building upon the High School grounds, into which can be moved the Manual Training department and the eleventh and twelfth grades. But under the most favorable circumstances, over two years must elapse before such a building can be erected.

The other plan, is the establishment of branch High Schools, one in the northern part and one in the southern part, and possibly one in the western part of the city.

The children in the ninth grade or the lowest class in the High School could be received into these three schools, and the pupils in the tenth, eleventh and twelfth grades only, retained in the High Schools.

The erection of the new Hartman School will furnish accommodation for all the pupils in the ninth grade who come from that part of the city, and the erection of the addition to the Long School will furnish accommodations for the pupils of the ninth grade who live in the northern part of the city. The pupils living in the western part of the city can be accommodated at the Farnam or Mason School. Such policy would be in a line with the best thought on this question in other cities, and would give relief for a series of years. I am of the opinion, too, that it would add to the efficiency of the work by bringing the children into more direct contact with their teachers.

It would seem also that the adoption of the departmental plan in the High School, holding some one teacher responsible for the different branches, and having the assistants in that department work in accordance with a general plan, would add to the efficiency of the work.

Experience elsewhere has shown, I think, that no more than four courses of study can be profitably handled in a good High School. We have seven different courses. The principal concurs with me in recommending the consolidation

of courses. I am also of the opinion that three studies is enough for any student to carry in the High School; only a few specially well prepared and well matured students can safely carry an additional study. The experiment of admitting pupils to the High School in the middle of the year was a success. Although definite details are not at hand, the large majority of pupils admitted, I am told, did most excellent work.

If classes were regularly admitted into the High School twice a year, and these classes carried on regularly through all the grades, thus graduating two classes a year, great benefits would accrue to the whole system.

I subjoin a report from the principal of the High School, which gives additional valuable information :

Mr. Frank A. Fitzpatrick, Superintendent of Schools:

DEAR SIR :—I submit herewith my report of the High School for the year 1891–2. As the statistics of the High School are embodied in your report, I will not repeat them. The whole number of scholars enrolled during the year was 746, showing a gain of 130, or more than twenty-one per cent over the previous year. The enrollment of the High School is a little more than five per cent of the total enrollment of the public schools of the city. There are very few among the larger cities of the country that have so good a record as Omaha in this particular.

It has been very unfortunate for the school, that, with the rapid growth, no sufficient provision has been made for suitable accommodation for so large an increase. The school has now little if any more room in the High School building than it had when it numbered less than one half as many students. This condition of affairs has not only retarded materially the growth of the school, but it has seriously impaired the efficiency of the school

notwithstanding the most earnest efforts of a faithful corps of teachers. I regret to say that the outlook for the coming year is not encouraging. It is probable that the enrollment for the year will reach nearly 900, while the accommodations provided are sufficient for not more than 500. It is useless to expect that the High School will reach a high grade of excellence under present conditions.

It seems desirable that some changes should be made in the courses of study. I would recommend that the seven courses now offered be consolidated into not more than five. This would tend to simplify somewhat the work, and it can be done without depriving the students of a sufficient range of choice in the selection of studies. I would especially urge the addition of French to the list of studies embraced in the course of instruction. Our High School stands almost if not quite alone among the High Schools of the larger cities in omitting French from its curriculum. Many of the scientific schools, together with some of the colleges of the country, have French among their requisites for admission. The High School now furnishes ample preparation for these schools and colleges except in this one branch. The advantage to be derived from the study of French by that large class of our students who have in view no higher education than that which the High School supplies is too apparent to need explanation. The addition of this study to the curriculum need not increase the expense of the school.

I would also recommend that the course in English be extended so that the study of Literature with Rhetoric and Composition shall cover four years with daily recitations. This would be in line with the changes which are being made in the best secondary schools of the country, and has for its object to provide for the pupil a wide reading of well selected literature under the guidance of competent instructors.

The Manual Training department of the school has been organized seven years, and by its success and steady growth in public favor has proven its right to exist. It has been placed at some disadvantage during the past year, because the department was not organized until several weeks after the other work of the school had been begun.

It might be well to consider the advisability of erecting a separate building upon the High School grounds for the use of the Manual Training and Science departments of the school. The rooms now assigned to Manual Training are unsuitable for such use, and there are no rooms in the High School building that can be suitably fitted up for use as Chemical and Physical laboratories without great expense. The whole High School building will soon be insufficient to accommodate the High School. It will then be necessary either to establish branch High Schools in different parts of the city, or to build such an addition as the one suggested. Such a building could probably be made to relieve the High School sufficiently for the next seven or eight years, and would afford the most economical way of solving the problem.

It seems to me that the school has attained such a size that it would be well to attempt to organize it upon the departmental plan. If departments of English, Ancient Languages, Modern Languages, Mathematics, Science and History should be organized, and a teacher placed in charge of each who, with the Principal, should plan the work and occasionally test the results gained, the plan could hardly fail to be beneficial. It has been tried elsewhere in many schools with good results.

PROGRAM OF EXERCISES.

BOYD'S THEATRE, JUNE 23, '92, 8 P. M.

PART I.

MARCH,	-	-	-		-	-	-	-	-	-
				Orchestra.						
MODERN TENDENCIES,	-			Essay,	-	-	-	-	-	-
				Miss H. Osgood.						
OVERTURE TO ZAMPA,				Piano Duet,	-	-	-	-	-	<i>Herold</i>
				Misses Oxford and Spetman.						
WHAT PORT?	-	-	-	Essay,	-	-	-	-	-	-
				Miss Bridge.						
THE SWAN SONG,	-			Recitation,	-	-	-	-	-	<i>Brooks</i>
				Miss Bullnheimer.						
SPRING SONG,	-			Duet, Mandolin and Piano,	-	-	-	-	-	<i>Mendelssohn</i>
				Arthur T. Carter and Miss Brunner.						
OUR COUNTRY'S FUTURE,				Oration,	-	-	-	.	-	-
				J. Scott Brown.						
				ORCHESTRA.						

PART II.

THE MONOTONES,	-	-	Essay,	-	-	-	-	-	-
			Helen C. Smith.						
TOUSSAINT L'OUVERTURE,			Declamation,	-	-	-	-	-	-
			Luther M. Leisenring.						
ITALY,	-	-	-	-	Piano Duet,	-	-	-	<i>Moszkowski</i>
					Misses Towne and Strang.				
A NEGLECTED HERO,	-		Essay,	-	-	-	-	-	-
			Miss Hughes.						
A MAN AND A LEADER OF MEN,			Oration,	-	-	-	-	-	-
			Henry Clarke.						
GOODNIGHT,	-	-	Girls' Chorus.	-	-	-	-	-	<i>Leslie</i>
PRESIDENT'S ADDRESS,			Presentation of Diplomas.	-	-	-	-	-	-
MARCH,	-	-	-	-	-	-	-	-	-
			Orchestra.						

CLASS OF '92,

OMAHA HIGH SCHOOL.

Vivian Alvison,	Nellie Holmes,	Helen C. Smith,
Ida Axford,	Grace Hughes,	Clara Spetman,
Margaret Bennett.	Myrtle Hughes,	Lorena Steece,
Lilian Benson,	Susie Huntoon,	Rena Strang,
Elizabeth Brehm,	Luella Johnston,	Ada Swan,
Josie Beverly	Tillie Larson,	Mary Swanson.
Jessie Bridge,	Kittie Lawrence,	Cora Swanson,
Elnora Brooks,	Cora McCandlish,	Jessie Towne,
Georgia Brunner,	Pearl McCumber,	Maude Wallace,
Mary Buck,	Margaret McKell,	Grace Van der Voort.
Sophia Bullnheimer	Nellie McLain,	Amy Watts,
Mabel Colby,	Ida Meyer,	Wm. Bartlett,
Harriett Chamberlain	Bertha Newman,	J. Scott Brown,
Margaret Colvin	Hattie Oberfelder,	Arthur T. Carter,
Nora Daugherty,	Hattie Osgood,	Henry Clarke,
Cora Gosney,	Emma Osgood,	Frank Detweiler,
Carrie Graff,	Zadie Packard,	Louis Edwards,
Clara Gilbert,	Alma Peters,	Ben Ginsberg.
Kittie Hager,	Minnie Reed,	Luther M. Leisenring
Blanch Hammond,	Edna Robertson,	Charles Morrison,
Lidie Harpster,	Mabel Simon,	Alfred Peterson
Katie Heelan,	Bessie Skinner,	Wirt Thompson,
Margaret Hoey,	Annette Smiley,	

In conclusion, allow me to express my thanks for the hearty support which I have received from you.

Respectfully,

HOMER P. LEWIS,

Principal High School.

THE MANUAL TRAINING SCHOOL.

The Manual Training department operated under disadvantages during the year. However, seventy-five pupils took the work in this department, fifty-eight pupils continuing through the year, as large a percentage of persistency as obtains in other departments.

The first year's course embraced Mechanical Drawing, Carpenter Work, Glueing, Turning, Finishing, Grinding Edged Tools.

The second year's course of study embraced Drawing, Pattern-Making, Moulding, Casting in Plaster Paris, Lead and Type, Lead Construction and Finishing.

Wood Carving has been an optional study, and some pupils have done very creditable work in this department.

This department should be put upon a better footing, that the pupils of the school may have advantages comparable with those enjoyed by pupils in other cities.

A separate building should be provided, the course of study extended and a corps of competent instructors employed, that the experiment may be fairly tested.

SPECIAL TEACHERS.

The work of the special teachers of Music, Drawing and Physical Culture has been creditably performed.

It has been our aim during the year to put the burden of teaching the branches of Drawing, Music and Calisthenics upon the regular teachers. The province of the special teacher is to teach the teachers and to supplement the work of the teachers with the pupils, not to relieve the regular teachers from the work of teaching these branches. In order to do this work successfully the special teacher should try in unifying the work to spend the most of her time with the teachers who most need help, and gradually throw the most experienced teachers upon their own resources.

The legitimate object and end of all supervision is to produce a condition of affairs that will not need any supervision.

I subjoin reports from the supervisors of these departments:

SUPERVISOR OF MUSIC.

Mr. Frank Fitzpatrick, Superintendent of Schools:

DEAR SIR:—In accordance with your request, I submit the following report on the work in Music:

The improvement in Music in the city schools is marked. The quality of tone is much better, and note reading excellent.

The interest manifested in this delightful study, by all the grades, is remarkable, and the pupils read exercises and songs with the greatest ease, changing from key to key without difficulty.

The excellence of the system is shown more perfectly in the lower grades, the seventh, eighth, and High School not having entirely mastered the intricacies of representation as yet, from the newness of the system.

I wish to say a word concerning the fidelity with which the regular teachers have followed the outline of my work.

The careful drill of fifteen minutes daily given by the teachers from September till last of June, makes it a certainty that the public school children of Omaha, after finishing their course in our schools, will be able to read the most difficult part—Music at sight.

The High School singing has been good in quality if not in quantity. The chorus has been strong in most instances, and the work of the young ladies' chorus from class of '92 quite artistic.

Their interpretation of part-songs from Mendelssohn, Rossini, Reubenstein, Schuman, Von Weber, Abt, &c., has been marked by pure intonation, and fidelity of expression.

I must say here that such pupils who take music in the High School get the benefit of the best vocal exercises now in use, and while tone-production is not made special owing to the limited time given to this branch of study, great care

is taken that the voice may not be forced or strained by any unnatural position of throat or mouth.

The work in the Training School has improved, and the cadets have handled the music in the First, Second, Third and Fourth grades quite successfully as regards method, and those who get positions in the schools after their graduation will be able to carry on our present system of music with success.

The following list shows the number of times the city schools have been visited by the supervisor of music and assistant:

SCHOOL	Sup.	Asst.	SCHOOL	Sup.	Asst.
High School	75	0	Kellom.....	3	0
Ambler.....	2	• 11	Lake—Lake Annex....	8	9
Bancroft	5	6	Long.....	10	1
Cass.....	9	1	Leavenworth.....	4	8
Castellar.....	5	5	Lothrop.....	6	8
Center.....	5	10	Mason.....	9	1
Central.....	7	5	Monmouth Park.....	1	2
Central Park.....	5	6	Omaha View.....	6	7
Clifton Hill	2	3	Pacific.....	6	8
Davenport.....	3	14	Park.....	6	5
Dodge.....	7	5	Paul.....	2	8
Dupont.....	4	9	Pleasant.....	9	1
Eckerman.....	2	11	Saratoga.....	5	6
Farnam.....	7	4	St. Barnabas.....	9	1
Forest.....	3	10	Sherman.....	2	11
Fort Omaha.....	2	11	Vinton.....	4	9
Franklin.. ..	4	11	Walnut Hill.....	10	0
Gibson.....	2	11	Walnut Hill Annex..	4	6
Hartman.....	5	10	Webster.....	6	4
Hickory.....	6	4	West Omaha.....	3	14
Izard.....	9	2	West Side.....	2	11
Jackson.....	2	11	Training School.....	37	

Extra visits made to different schools for chorus drill, preparing for Washington's birthday, etc., are not included in the above list.

FANNIE ARNOLD,

Supervisor of Music,

Omaha Public Schools.

Mr. Frank A. Fitzpatrick, Supt. of Schools:

DEAR SIR: I hereby submit to you a brief review of the work done in physical culture in the city schools during the past year. The system taught and practiced under my supervision during the past year is known as the German System of Physical Culture: a system approved and recommended by the most advanced educators of Germany and America, and adopted and practiced by the North American Gymnastic Union, the largest organization of its kind in America, comprising 350 societies, with a membership of 45,000, and employing over 200 teachers of physical culture.

The German System aims at the harmonious and uniform development of mind and body. It is so varying in its forms and so adjustable that it adapts itself to the needs and requirements of each sex, and of all ages and conditions. One of the chief aims of the German System is the equal development of the different parts of the body, no one part being over-taxed at the expense of another. Beginning with the simplest movements in calisthenics, by a gradual evolution the pupil is passed to a higher state of muscular and functional development.

Physical training in our schools during the past year consisted chiefly of calisthenics and marching exercises. Although being far from having reached the desired point in physical training, I can say we have closed the present school year with a marked improvement in this branch of education, and I have been ably and most cheerfully assisted by all teachers in making it a success in our schools. The reluctance with which some of the teachers had in the past received the art of physical culture, has entirely given way to a higher appreciation of its value in developing the bodies of our boys and girls.

The High School Gymnasium, equipped as it is with all the latest appliances necessary in a thorough course in the higher art of gymnastics, was highly appreciated and patronized by the pupils of both sexes. Lessons of forty minutes duration were given to all classes twice each week. The exercises comprised calisthenics, wand drills, club swinging, exercises on horizontal ladders, horizontal bars, parallel bars, vaulting horse, chest weights, etc. In December last physical training in the High School came to a sudden end by a resolution passed by the Board to discontinue Gymnastics on account of the noise created by running and vaulting upon the floor, thereby disturbing the lessons being given below. It appears to me, some provision could be made to arrange classes and recitations in such a manner as would admit of gymnastics being continued. It certainly is to be regretted that the pupils of the High School should be deprived of the advantages of developing their bodies, as well as their minds. I sincerely hope that the Gymnasium will in the coming year be re-opened, thereby giving the pupils the advantages of a rational and thorough System of Physical Culture.

Very Respectfully,

Supervisor of Physical Culture.

THE TRAINING SCHOOL.

The Training School has done excellent work during the year—nearly all the graduates of last year are now teaching in the schools, and in the main doing good work.

One of the ends sought in establishing and maintaining a system of schools, is to educate directive power. This directive power if not educated at home must be imported from abroad at a great expense.

If we can through our High School and other advanced institutions of learning educate our own young people to fill

these positions of profit and trust, we by so doing greatly elevate our own people and become independent of other sections.

As our schools become better, and the city grows in stability we shall have more and more demand for the employment of the graduates of our schools as teachers.

In the main this is a rightful demand, for each year the product of the schools should show an advance in scholarship—and so far as scholarship is concerned the graduates of our High School and Training School, will average higher than the majority of the teachers whom we employ.

Indeed the supply of teachers for our schools made possible by the existence of our High School is very largely a complete re-payment to the community for the cost of supporting this school.

We already have in the schools more than sixty graduates of our High School, or nearly twenty-five per cent of the entire corps of teachers.

It may be considered certain therefore that a certain proportion of the graduates should be added to our teaching force each year.

If this be true, it is cheaper to give these young ladies the requisite training in our Training School than to place them in the schools without this training.

In this we escape with the minimum amount of damage at the outset.

Theoretically, a Training School in a city where high salaries are paid, is an abnormal development—because, in reality, such a city ought not employ any teacher, who has not had successful experience in other cities. In other words, such a city should be able to demand that the children in their schools should not be practiced upon by apprentices.

Practically, however, such an end can not be reached. Good teachers, like skilled workmen in any other profession, are not as a rule looking for positions, the positions look for them.

Hence the large majority of applicants from outside for positions in our schools, do not come from places noted for their schools, or from cities where similar school problems are being solved.

Strange to say, too, the larger the city, the less able are the school authorities to make the necessary investigation to prevent the employment of incompetent material.

The system of examinations designed to protect the schools has in the main been an instrument by means of which objectionable material has been fastened upon the schools.

It will be seen that this is another strong argument in favor of maintaining a Training School, and in some cities such an institution becomes a necessity.

With us, however, the Training School will be subject to a great deal of criticism during the next few years. No Training School pretends to turn out skilled teachers, any more than a law school produces skilled lawyers, or a medical school accomplished physicians. The graduate of the Training School is simply well equipped to learn the business. She is lacking in disciplinary power, lacking in judgment, lacking in the ability to do anything but the simplest work.

As a rule, she can not be assigned to any position in the schools, except to take the children in the latter half of the first grade after the children have been well started by a skilled teacher, or some position in the second or third grade. But all school systems have always on hand a surplus of teachers who can do fairly well this kind of work.

The need of the schools of this city is not, at the present time, teachers who are fair primary teachers, but skilled and accomplished teachers for the fifth, sixth and seventh grades.

No Training School can supply this class of material—it must be purchased in open market at high prices.

Now if the Training School graduates twenty teachers per annum, and twenty teachers per annum is about our needs, then the graduates of the Training Schools are numerous enough to supply the demand.

The effect of such an arrangement can not fail to be disastrous for a time at least.

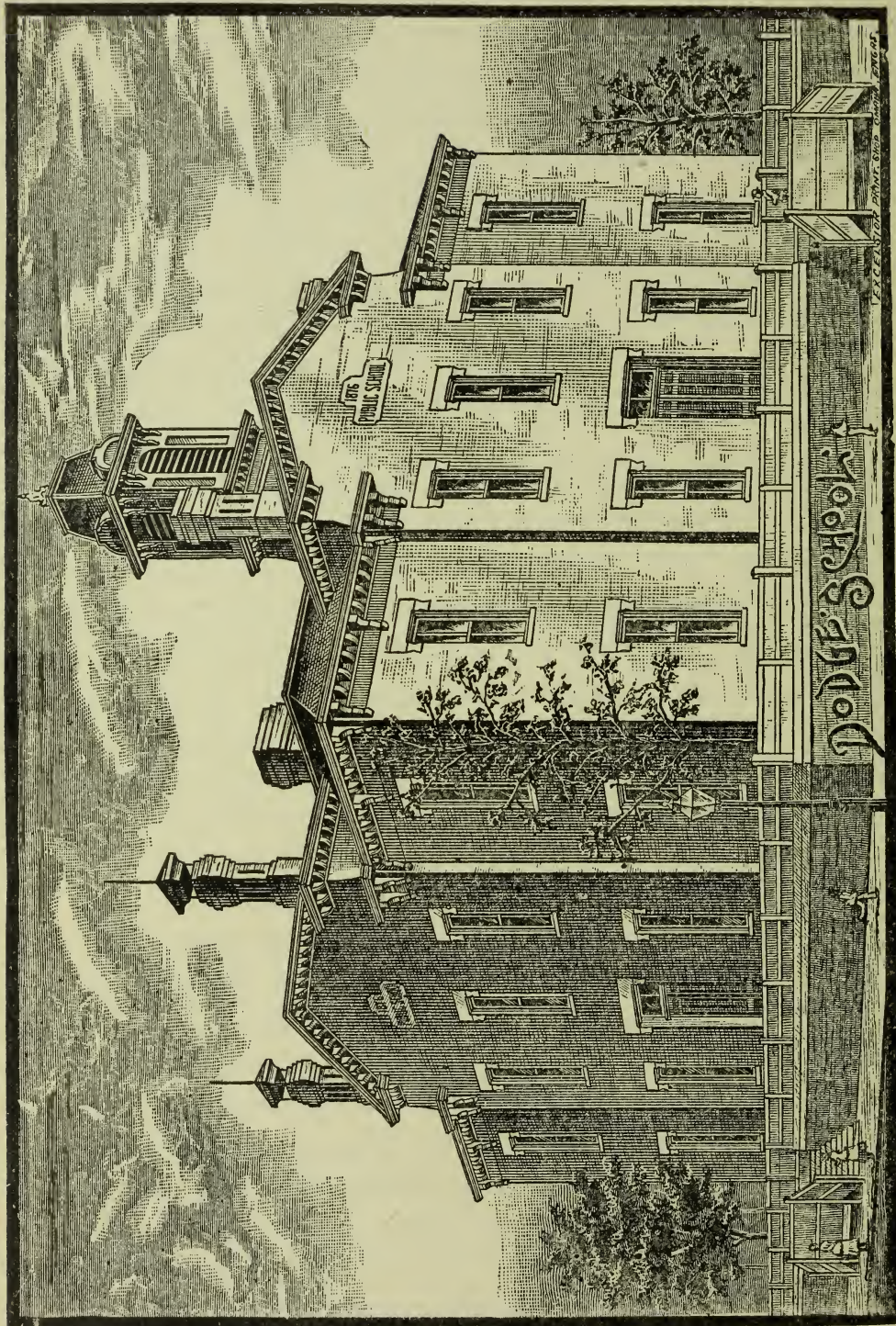
For a time, because after three or four years the stronger teachers of the graduates will become competent enough to fill some of these difficult positions.

Indeed, in this city we can not at present assimilate properly more than eight or ten of these graduates in any one year.

How can we maintain such a limitation? If we require a rigid examination of all applicants, we shall discredit the High School, and inevitably force the High School to change its course so as to prepare these young people for this examination. This would be a very great evil.

If we graduate these young ladies from the Training School and then give them a rigid examination, we force the Training School to prepare for this examination, a work which is foreign to the purpose of such a school. If the examination is the ordinary examination for teachers, it would defeat its purpose by making scholarships a test when the the real test is and should be teaching power. If we make a rule and say that only fifty per cent of the graduates are to be appointed in any one year, the inevitable result well be the early death of the Training School.

All questions in school managements pale into insignificance along side of this problem of securing and maintaining a corps of able, active and efficient teachers.



There is an irrepressible conflict between the interests of the 15,000 children in our schools and the interests of the large majority of applicants for positions as teachers.

No American city has yet been able to reconcile this conflict.

The Training School has attempted to solve the problem, but without any flattering success.

The very able report of the Principal of the school herewith appended, is both exhaustive and valuable.

Mr. Frank A. Fitzpatrick, Supt. Public Schools:

SIR:—I have the honor herewith to submit a report of the work of the Teachers' Training School for the year 1891-92.

The school, which was established in response to a very general feeling that graduates of the High School should find at home opportunity to fit themselves for teaching, was opened November 17th, 1890; it graduated its first class of twenty-one young women in June, 1891. Experience proves that a somewhat large per centage of the teaching force of any city will consist of persons educated therein. In touch with the social and intellectual life of the community, conversant with the spirit, no less than with the mechanism of its schools, the home educated and home trained young woman becomes a conservator of that which is permanent and distinctive in the city's educational system. Were she and her sisters intrusted with all the work of all the schools there might indeed be danger of too great conservatism; but with the freedom of the Board of Education to select the best teachers, wherever found, this possible danger disappears.

Teachers from abroad bring with them ideas and methods adopted elsewhere—methods sometimes of great value—more frequently perhaps methods not yet adapted to the

special conditions of their new work. The interaction of these ideas with those of the home trained teacher results in holding the schools to that fortunate middle path between progressive iconoclasm on the one hand, and ultra conservatism on the other, wherein their pupils may walk and work safely; for while nothing can be more fatal than the dull prescription that stifles the teacher's spontaneity and deadens her enthusiasm, a certain degree of uniformity in the estimation of educational values, and even in the process of instruction, is necessary to prevent pedagogic waste.' The object, then, for which a city maintains a Training School is not to provide for a limited number a professional education, but to provide for the maintenance of its schools in their highest efficiency by keeping in reserve a body of trained teachers of whom it may select the best to fill the vacancies which constantly occur in its teaching force. With the responsibility of administration is necessarily connected the right to do whatever is necessary to make administration effective. A certain degree of uniformity is necessary both in grading and instruction to prevent waste of time to the children and needless disappointment to their parents.

The recently published report of the National Commissioner of Education says of the value attached to the work of the trained teacher as an element of strength not only in school life but in National life, and of the reasons for Normal schools: "It is well understood that the professional training of teachers in Prussia is the foundation of strength of the people's schools. The earliest attempts on the part of the State at improving the schools were directed to establishing Normal Schools for the professional training of teachers. While in this country and in England the idea seems to prevail widely that Normal School preparation is not absolutely necessary for teaching, in Prussia it is considered the first and foremost need that the teachers be theoretically and prac-

tically taught how to teach. Hence the many Normal Schools each have a practice school where the Normal students acquire practical experience in teaching."

It is sometimes objected that the Normal School is a professional school, not essentially differing from a school of law, of medicine, or of theology. The attitude of the Prussian government would seem to offer sufficient explanation of the Normal School's true function, but the objection has been more specifically met in the case of the Boston City Normal School. I again quote from the report of the National Commissioner of Education: "The Boston School Committee on Normal Schools said of this objection: 'The suggestion sometimes heard that this school has anything in common, in its legal basis, with a medical school or a law school can hardly have been made upon reflection. A young man enters a law school for his own personal ends. He pursues his studies, pays his bills, graduates, hires an office puts out a sign and waits for clients. His fees may be small or large. No one fixes his income and limits it by rule. He is not educated for public service. No committee, acting for the public interest, discharges him from his position or transfers him from one field to another as the public good may demand.'"

The value of professional training for teachers, together with right and duty of providing at public expense the means for this training, are, it would seem, too generally recognized to need discussion. The specific value of the City Training School, and the validity of its legal claim seem to have passed out of the region of doubt. Twenty-five States have cities maintaining Normal and Training Schools, the entire number of such schools being about ninety. I append a letter from the Bureau of Education giving a list of cities maintaining local systems of training.

The entire number of different students connected with the Training School during the year was twenty-five; twenty-

three entered the school for the first time, two were cadets of last year who satisfactorily completed the theoretical work and passed their examination with credit, but whose success in the practice school was not so marked as to justify the belief that they could at once succeed in the discipline and general management of a school. Accordingly these young women were advised to return to the school and to take the extended course of practice; both entered in September, but one feeling that she had no talent for government and no fondness for teaching, very sensibly decided to seek more congenial employment and withdrew. The second young woman continued her work in the practice school for a period of ten weeks—a time sufficient to determine her capabilities; she was then permitted to withdraw and later, by resolution of the Board, was granted a diploma.

Of the twenty-three new pupils eighteen remained in the school until the close of the year; three removed from the city, one was obliged to withdraw on account of continued ill health, and one giving little promise of success as a teacher was advised to withdraw.

The methods of instruction introduced last year have been retained with such modifications only as were incident to the extension of the time required for graduation to one and one-half years. Upon the completion of each subject of instruction the class has been examined by the committee on examination of teachers, or by the Superintendent of Schools. The examinations have been written and the papers when returned to the school have been carefully preserved. It is a matter of some regret that the questions proposed, while eminently just and fair in testing knowledge of subject matter, have to so great an extent ignored the professional character of the school. The tests applied will always influence in some degree the direction of the work to which those tests

are applied. It would seem better that in a Normal School the promotion from class to class should take place only when satisfactory work has been done from day to day throughout the term, and that immediately before completing their course cadets should be examined by the Superintendent of Schools, and by the committee on examination of teachers—the examination to be in part at least oral, and to have the purpose of testing the fitness of the cadets for the work of teaching.

In my opinion a strict test in the English language, its orthography and its syntax, should be applied to all candidates for admission to any Normal School. While occasional lapses are, of course, to be expected from even the best speakers, it is yet true that there come to us sometimes young women whose incorrect speech and still more incorrect spelling the excellent work of the High School has not in four years been able to reform. Where the longer course has so far failed, what can the shorter and more crowded course of the Normal School hope to accomplish? No school training can counteract the influence of years spent in habitual violation of concords and disregard of orthography. The teacher's use of language is an immediate revelation of her culture, that she should speak and write the English language with reasonable accuracy is of vital import to her pupils.

United States History, which is admirably taught in the senior year of the High School, might with advantage be omitted from the Training School course, and time thus saved for professional work. The study of the Constitution involves a review of the more important events in our National history, and is more certain than the history alone to discuss these events in their causes, consequences and relations.

Instruction has been given throughout the year by the special teachers of music, drawing and calisthenics. This instruction has referred very specifically to methods of imparting to others the skill acquired. Those persons who claim

that a well conducted city Normal School saves its running expenses in the lessened cost of supervision. would find argument in support of their position were they to compare the first year's work of teachers from the Training School with that of teachers from abroad. Where special work must be carried forward by those who are not specialists, each part of the work must be made so familiar that its reproduction becomes almost automatic. Incidentally, very valuable training on the formal side is gained by the cadets; all must do the same thing at the same time and in precisely the same way. Directions must be explicitly given and explicitly obeyed; each lesson is at once a test of discipline and an exercise in government. Similar methods, though without the benefit of special supervision, have been pursued in penmanship, attention being directed to position, movement, the analysis of letters—each exercise being given as nearly as possible in the manner in which it is afterwards to be given to children in the schools.

The formal side of training being thus provided for, it becomes doubly important to guard against that excess in that direction which would transform pupil teachers into pedagogic machines. Rote learning of all kinds has as far as possible been banished from other departments. An understanding of general principles, with the ability to apply them to particular cases, has been sought, and it is hoped in a measure attained. The power to think, to trace effects to their cause, to arrange facts according to rational relations—in short to view all things in their relations—has been held to be of vital importance.

Opportunity for the development of individual aptitudes becomes in this view more than ever important. With a change in the present system of examinations, methods of investigation and of individual research might supplement—

in some cases supercede—class work to the lasting benefit alike of the pupil teachers and of the city schools.

Could one of the now unused rooms of the Pleasant School be fitted up as a general work room, supplied with benches and tables fitted with plain cases for apparatus, and furnished with a few materials for experiment, cadets might here practice the construction of simple apparatus for use in illustration, might mount specimens of various kinds for their own use or that of the school, might construct relief maps or do chalk modeling, might do extra work in drawing to gain skill in rapid blackboard illustration—might even, in a quiet corner, collect and collate historical or literary material.

At the beginning of the year the Board of Education, acting on the advice of Training School committee, lengthened the course of instruction with the special purpose of allowing more time for work in the department of practice. Twenty weeks is contemplated and has thus far been permitted to each cadet. Of the value of an extended period of practice a recent circular of the Oswego Normal and Training School says very justly: “This term of twenty weeks’ teaching under the direction of those who are competent to point out defects and suggest their remedies is, ordinarily, worth more to teachers than many years of experience where they are left to discover their own faults and find their own way out of them.”

The work in our own practice school has been, we believe, not only in the highest degree useful to the cadets in affording them opportunity to apply general principles of education to particular cases—to construct the art from the sciences or to convert the potential into kinetic energy, but we believe it to have been of no less value to the pupils taught. The children early learn independence; accustomed to various modes of instruction and to various forms of questions, they learn to seize the idea in whatever form of words it may

be conveyed ; they learn also to express their own ideas now in this way, now in that, to the manifest advantage of their reflection and of their vocabulary. Many of the difficulties usually attributed to abstruseness of subject or mental incapacity of the pupil find their explanation in the fact that the words used in the discussion convey no meaning to the child. Whatever increases his knowledge of words and his power to use them correctly, adds just so much power to his mental equipment. Apart from the special excellence just spoken of, the work of the practice school will compare very favorably with that of corresponding grades elsewhere in the city ; this assertion I feel confident will be confirmed by the experience of the principals of those districts in which practice schools have been maintained.

The Training School has been fortunate in its selection of practice teachers. These ladies, long familiar with the practical adjustment of work in the Omaha schools, and distinguished by their success as teachers, have been able to harmonize the two sides of their difficult task. They know what ought to be done in the grades over which they preside, and how ; while by study and reflection upon their own methods they have been able to make these objective, and so to teach them to others. Cadets have been led to develop methods from principles, to prepare and to test their own work by these principles. The effort has been to make the cadets wholly self-reliant by making the criticism in the truest sense rational. It is especially fortunate that we have been able to fill satisfactorily these difficult positions, as the demand for skilled Training teachers is so much in excess of the supply that a department for their training has just been opened at Oswego.

While usage in twenty-five states of the Union would seem a sufficient sanction for the expenditure of public money in support of city Training Schools, it is perhaps fortunate

that as yet the cost of the Omaha Training School has been practically nothing. The practice department consists of eight rooms, two in each of four different schools, the Farnam, the Park, the Lake and the Mason. The children in these rooms are regular pupils of the school belonging to the grades for which the practice school is maintained. Each of the practice schools is under the charge of a Training teacher who is responsible for the care and advancement of the children, as well as for the training of the cadets who assist her. To each practice teacher there is paid a salary of one thousand dollars. The expense to the School Board of the eight rooms if taught by regular teachers at seven hundred dollars, the salary of experienced teachers, would amount to fifty-six hundred dollars, a sum more than sufficient to cover all the salaries of the Training School. The department of theory has been conducted in one of the rooms of the Pleasant School which would otherwise have been unused ; the outlay for supplies is small, but this, with such incidental expenses as fuel and janitor's services, constitutes practically, the entire outlay for the support of the school. It should also be noted that during the first year of the school's existence a large proportion of the substitute work of the city was done very satisfactorily by the cadets at no expense to the Board of Education. With the present long term of practice the cadets should be able to render even more efficient service and thus to save the city an annual outlay of several hundred dollars.

It is sometimes suggested that without a large corps of teachers and a very considerable increase in its appliances, the graduates of the Training School will perhaps suffer when brought into comparison with those of schools having a more extended curriculum. This suggestion must, I think, have its origin in misapprehension of the true function of a city Training School ; it is not a school of general culture, nor

should it take upon itself the supererogatory work of fitting students to profit by its professional course ; this work which occupies so much time in many Normal Schools and to which so large a part of the teaching force is really devoted, is done for it by the City High School. That for us this work is in general admirably done the well earned reputation of the Omaha High School is sufficient guarantee.

All of which is respectfully submitted.

GRACE B. SUDBOROUGH,

Principal, Training School.

THE COURSE OF STUDY.

There have been comparatively few changes in the Course of Study. Extra pressure was put upon arithmetic all through the grades, and the Course so changed that when pupils have finished the work of the third grade or third year in school they will be able to add, subtract, multiply and divide any numbers and be able to read and write numbers to millions.

This work is quite a step in advance of what has been required hitherto, but is still very much less than the requirements in the schools of such cities as Chicago, Washington, St. Paul, St. Louis, Kansas City and Cincinnati.

The inverted order of taking up denominated numbers before fractions has been changed, and pupils now take up the subject of fractions and then denominate numbers.

The work of the sixth grade in arithmetic has been intensified and much more pressure has been put upon the handling of common fractions and decimal fractions than in former years.

It is to be hoped that this greater stress upon accuracy and rapidity in the handling of abstract numbers, will leave more time in the seventh and eighth grades to be placed upon the concrete work.

The placing of a mental arithmetic in the hands of the children of the fifth and sixth grades will have a tendency to improve the work in these grades.

The geography work remains unchanged, with the exception of the greater stress laid upon the descriptive text in the smaller geography, the end sought being to familiarize the pupils with the use of geographical terms and the general side of the subject, rather than at this stage to study the world in detail. In accordance with this plan, the tendency has been to make the geography lesson a reading and conversational lesson rather than a recitation.

Outside of the molding board and sand pile, the modern methods so much in vogue in eastern cities have not been utilized in Omaha.

Although more complaints have been made by the teachers about the work in language and grammar than any other part of the Course of Study, I am of the opinion that the work in this branch has been better done than the work in any thing else in the Course of Study.

In conformity with the wishes of a large majority of the teachers, we have adopted a language book for the use of the children in the Third, Fourth and Fifth grades.

The work in reading has been well done, so far as the teaching of beginners is concerned. After the work of the first year has been finished, however, there has been too great a tendency to read a great many books in a slipshod manner rather than to read a few books well. The greater stress laid upon articulation and enunciation has materially improved the work.

Through the kindness of Miss Jessie Allan, the librarian of the City Library, we have been enabled to direct a great many children towards the utilization of the magnificent opportunities afforded them by the liberality of the citizens of Omaha.

The librarian has furnished an indexed and selected catalogue of all the suitable books in the library, for each teacher in the schools.

In addition, a carefully selected list of books has been prepared for the fourth, fifth, and sixth, seventh and eighth grades. We shall require each pupil in any one of these grades to read two books contained in this list as a condition for promotion. No special merit is claimed for these lists, except the one of suitability, the main idea being to render the children familiar with the library that they may be able to carry on their own self education in a measure independent of the schools. The list of books to be used is as follows :

FIFTH GRADE.

Abbott, History of Julius Cæsar; Alcott, Under the Lilacs; Aldrich, Story of a Bad Boy; Allen, the Red Mountains of Alaska; Bamford, The Look-About Club, Border Lances; Brooks, Chivalric Days; Burnett, Little Lord Fauntleroy; Edgar, Sea Kings and Naval Heroes; Eggleston, E., The Hoosier School Boy; Eggleston, G. C., Strange Stories From History; Ewing, Jan of the Windmill; Gautier, My Household Pets; Gilman, Making of the American Nation; Goss, Jed: A Boy's Adventures in the War of '61 and '65; Hale, Stories of the Sea, Stories of Discovery; Hanson, Stories of the Days of King Arthur; Hawthorne, Tanglewood Tales; Henty, Bonnie Prince Charlie; Higginson, Book of American Explorers; Holder, Marvels of Animal Life; Humphrey, Little Pilgrims of Plymouth; Ingersoll, Friends Worth Knowing; Jackson, Nellie's Silver Mine; Jamison, Lady Jane; Ker, Into Unknown Seas; Kinsley, Water Babies; Kingston, Notable Voyages from Columbus to Parry; Lillie, Nan; Miller, Little People of Asia; Molesworth, Us; Ober, The Knockabout Club in the Everglades, The Knockabout Club in the Antilles, The Knockabout Club in Spain;

The Knockabout Club in North Africa; The Knockabout Club on the Spanish Main; Page, Among the Camps; Richardson, Eyes Right; Schwatka, Children of the Cold; Scudder, Boston Town; Sooley, Boys of 1812; Stockton, Roundabout Rambles; Stoddard, Dab Kinzer; Towle, Marco Polo; Raleigh, Vasca de Gama; Trowbridge, The Electrical Boy; Watson, The Boston Tea Party; Woolsey, Eyebright.

SIXTH GRADE.

Abbott, Blue Jackets of '76; Blue Jackets of 1812; Blue Jackets of '61; Abbott, B. V., The Travelling Law School; Abbott, J. S. C., American Pioneers and Patriots; Alcott, Little Men, Old Fashioned Girl; Alton, Among the Law Makers; Baldwin, Story of Siegfried; Bolton, Boys Who Became Famous; Girls Who Became Famous; Boyesen, Against Heavy Odds; Brooks, Story of the Iliad; Story of the United States; Butterworth, Young Folks' History of Boston; Church, Stories of the Persian War; Clemens, The Prince and the Pauper; Coffin, Old Times in the Colonies; The Story of Liberty; Dickens, Child's Dream of a Star; Drake, Indian History for Young Folks; Eggleston, Montezuma and the Conquest of Mexico; Ewing, Story of a Short Life; Farmer, Boys' Book of Famous Rulers; Gray, How Plants Grow; Grey, Young Americans and Japan; Gilman, Magna Charta Stories; Hale, Boy Heroes; Hanson, Stories of Old Rome; Hawthorne, Wonder Book; Henty, Friends Though Divided; Holder, A Strange Company; Ingersoll, Country Cousins. Short Studies in the Natural, History of the United States; Johonnot, Ten Great Events in History; Kingsley, Greek Heroes; Knox, Travels of Marco Polor Lanier, Boy's Froissart; Lillie, Story of English Literature; Marsh Life and Adventures of Robin Hood; Pepper, Play Book of Science; Pyle, Men of Iron; Raymond, Shakespeare for the Young Folks; Scott, Tales of Chivalry; Scudder, Life of Washington; Sewell, Black Beauty; Stockton, Personally

Conducted; Story of the Spanish Armada; Towle, Drake, the Sea King of Devon; Magellan, Yan Phou Lee, When I was a Boy in China; Wright, Children Stories of the Great Scientists; Yonge, Young Folks' History of France; Young Folks' History of Germany.

SEVENTH GRADE.

Abbott, Battlefields of '61, Battlefields and Campfires, Battlefields and Victory; Adams, Page, Squire and Knight; Alcott, Little Women; Baldwin, the Story of Roland; Ball, Star Land; Beard, American Boys' Handy Book, American Girls' Handy Book; Biart, Adventures of a Young Naturalist; Bolton, Famous Men of Science; Brooks, French Historic Boys; Historic Girls; Butterworth, Zigzag Journeys in Acadia, Australia, the Antipodes, British Isles, Europe, Great Northwest, India, the Levant, Sunny South; Champlain, Young Folks' History of the Civil War; Church, To the Lions; Clement, Stories of Art and Artists; Coffin Building The Nation, Boys of '76, Boys of '61; Cook, Voyages; Cox, Tales of Ancient Greece; Dana, Two Years Before the Mast; Dickens, Child's History of England; Old Curiosity Shop; Dodge, Donald and Dorothy, Hans Brinker or the Silver Skates; Dole, Young Folks' History of Russia; Farmer, Story Book of Science; Franklin, Autobiography; Hawthorne, The Gray Champion; Henty, With Wolfe in Canada; Herrick, Plant Life; Humphrey, The Children of Old Parks Tavern; Ingersoll, Knocking Around the Rockies; Jewett, Betty Leicester; Keiffer, Recollections of a Drummer Boy; Kinsley, Madam How and Lady Why; Lanier, The Boys' King Arthur; Lossing, Story of the United States Navy; Markham, The Sea Feathers; Ober, Young Folks' History of Mexico; Peattie, With Scrip and Staff; Rideing, Boyhood of Living Authors; Towle, Heroes and Martyrs of Invention.

EIGHTH GRADE.

Abbott, *Naturalists Rambles About Home*; Baker, *Wild Men and Wild Beasts*; Beaugrand, *Walks Abroad of Two Young Naturalists*; Biart, *The Aztecs*; Blaikie, *How to Get Strong and How to Stay So*; Bolton, *Famous American Statesmen, Famous English Statesmen*; Brocks, *Life of Abraham Lincoln*; Bulfinch, *Age of Fable*; Catherwood, *Story of Tonty*; Charles, *The Schonberg-Cotts Family*; Cheney, *Life, Letters and Journals of Louisa May Alcott*; Church, *The Young Macedonian*; Cooper, *The Leather Stocking Tales, The Pioneers, The Last of the Mohicans, Pathfinders, Prairie, The Deer Slayer*; Dawes, *How We Are Governed*; Dickens, *David Copperfield*; Du Chaillu, *Life and Adventures in Equatorial Africa*; Fawcett, *Tales in Political Economy*; Fiske, *The War of Independence*; Fletcher, *Heroes of the Nations, Gustavus Adolphus*; Frith, *Under Bayard's Banner*; Giberne, *Ocean of Air*; Gilman, *Story of Rome*; Grant, *Our Common Birds and How to Know Them*; Gray, *The Children's Crusade*; Helps, *The Life of Columbus the Discoverer of America*; Henty, *Young Carthaginian*; Herrick, *The Earth in Past Ages*; Holland, *Bonnycastle*; Hughes, *Tom Brown's School Days, Tom Brown at Oxford*; Kirkland, *Short Stories of England*; Knox, *The Boy Travelers Series, Boy Travelers in Australia, Egypt and the Holy Land, Great Britain and Ireland, Japan and China, Mexico, Northern Europe, Russian Empire and South America*; Leighton, *The Pilots of Pomona*; Markham, *Life of John Davis the Navigator*; Masson, *Story of Mediæval France*; Merriam, *Birds Through an Opera Glass*; Mowry, *Talks With My Boys*; Oswald, *The Dragon of The North*; Parker, *Familiar Talks on Astronomy*; Samuels, *From the Forecastle to the Cabin*; Schwatka, *Along Alaska's Great River*; Scott, *Ivanhoe*; Strickland, *Lives of the Queens of England*, edited by Kauffman; Thayer, *Youth's History of the Rebellion*; Warner,

Being a Boy; Whitney, We Girls; Wright, Children's Stories in American Literature; Yonge, The Dove in the Eagle's Nest; Young Folks' History of Greece; Wells, City Boys in the Woods.

Quite an amount of discussion has been going on during the year, relative to shortening the period in which children are kept in the grammar grades.

The objects sought in shortening this period are two-fold. First, the making it possible for boys and girls of thirteen, fourteen and upwards to accomplish more during their school life by breaking up the crystallization which obtains in most graded school systems. Second, the making it possible by reason of the time gained to drop into the grammar grades some of the studies now exclusively pursued in the high schools.

There is little doubt but that the time is rapidly approaching when the Course of Study in the grammar grades may be materially modified in the directions indicated.

This modification in point of time has really taken place in western cities, in all of which the system of grading contemplates accomplishing the work below the high school in eight years of ten months each as against nine and even ten years in many eastern cities. Indeed, in some cities in the west where the schools are not at all inferior to the average of the best, the Course has been shortened to such an extent as to accomplish the work below the high school in seven years of nine months each, a total of sixty-three months as against eighty months in the western schools and ninety months in a number of eastern cities.

Is the work done as well in those cities having a shorter school period? Judging from observation and from the record made by the graduates from high schools in these cities, when brought into contact in the best colleges with pupils

from schools having a longer school period, the answer must be in the affirmative.

As a matter of fact, however, we do not know. And strange to say, even school people have no adequate information as to the time actually required by a child to pass from the primary school to the high school. That is, we are not in possession of the actual experience of schools relative to the time that is spent rightfully or wrongfully in making this transition. Much less have we information relative to the time actually needed for the average child to pass over this work in a creditable manner.

It has long been a recognized fact that all the work below the high school could be performed, by an average child beginning school at eight years of age, in five years.

This work is performed every year, in all good schools by individual pupils who are fortunate enough to have excellent teachers, good supervision, good health and intelligent parents.

It is a grave question, however, whether the application of such a plan would not entail greater disadvantages on the whole than arise under the present system.

It is certain, that while a child beginning school at eight could reach the High School, easily and creditably in five years, a child who began school at five could not begin to do the work, because nature has fixed limits which can not be passed until age and growth have supervened.

In other words, the age and maturity of a child must be taken into consideration when considering this question of advancing pupils. But it would be an indescribable calamity were we not to admit pupils into schools before they had reached eight years of age, because we would by so doing inevitably shorten the period of time that many children could remain in school, to say nothing of the damage that would be done to the average child in having the time from

the age of five to eight passed outside the restraining influences of the good school.

Again, except under good teaching and excellent supervision, this increase in speed in passing over the Course of Study, will result in superficial work—and worse even than this, produce the *habit* of doing hasty superficial work.

Time is the soil in which thought grows, and this ignoring of the time element in passing over a given Course of Study is a source of great error.

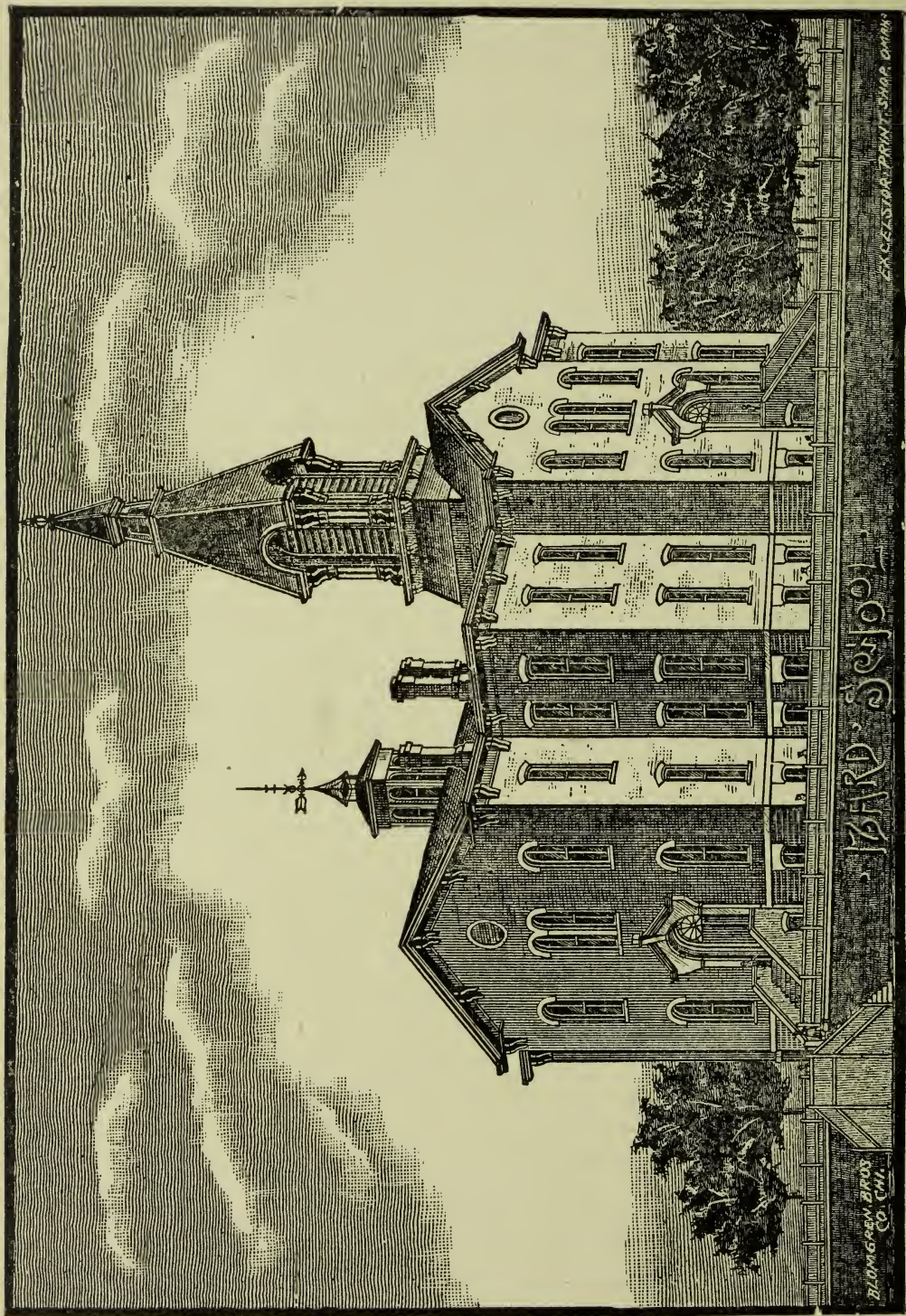
To allow children to pass to the unknown before they are properly prepared, is to invite the dwarfing of the higher powers of the mind.

Mental operations, like physical movements, seem to be along the line of least resistance, and if we place a burden upon the child mind in the shape of work requiring judgment and reason, before these powers have become strong, the line of least resistance seems to be memory, and the child, instead of comprehending the subject, merely remembers the form of the process.

It is the other extreme of the problem which is engaging the attention of President Eliot and his colleagues, viz.: the keeping of the child in the known when he is ready to pass to the unknown, which produces a different class of evils.

Now the way to avoid either extreme, is to have a grasp upon the related parts of the Course of Study and distinguish clearly between essentials and non-essentials.

But it is exactly this phase of the question in which we are weak. In fact, there is a dual phase to the ordinary Course of Study. One side deals largely with the information phase, and is adapted to the wants of pupils who leave school early, the other is disciplinary, and is suited to the wants of pupils who have a reasonable expectancy of completing the Course of Study.



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The harmonizing of these elements is one of the difficult problems of school management.

In the direction of broadening the Course of Study, we have been content with the addition of physical geography, such a line of reading as will introduce every pupil into the library, such memory work as will acquaint the pupil with the masterpieces of a few great men in literature, and the coming year shall add the study of an elementary algebra.

KINDERGARTENS.

After considerable discussion the Board of Education has authorized the opening of two Kindergartens.

While being thoroughly in accord with the principles of the Kindergarten, I do not believe in the exaggerated claims of the extremists. There is no patent device which will infallibly and inevitably elevate mankind. I feel sure, however, that the Kindergarten will be a very great aid in bridging over the gap between the family and the primary school.

There are well marked epochs separating the period of childhood from boyhood or girlhood, boyhood or girlhood from youth, youth from manhood or womanhood.

In the majority of human beings there is a very important epoch of mental emancipation connected with each of the epochs of growth.

If we ignore these epochs, which are more or less distinctly marked, and try to force the mind into a higher phase of activity before the body is prepared for it, we are liable to produce a stunted development and delay a healthy growth for a long period.

It is a great mistake to continue the objective side of teaching into an era when the child is prepared to pass over into subjective processes.

The Kindergarten has its chief value in utilizing that period of child life when infancy is shading off into boyhood

or girlhood, and by delaying the transition to give the time necessary to create the basis for the proper teaching of the conventional branches of reading, writing and numbers. It is, therefore an error to attempt to carry on in the *Kinderten* any of the processes so necessary in the primary school, and probably just as much of an error to attempt to link the *Kindergarten* in any rigid way to the primary school.

It is a mooted point at what age this *Kindergarten* instruction should begin. Certainly not before the child has passed out of the nursery stage, and by breaking away in a measure from the maternal shadow, becomes interested in the outside world.

In most children this stage is not reached until the middle of the fifth year, and often it is probably delayed until the child has reached his fifth birthday. As I see it, the period when the child longs for the company of other children, and ceases to be content with amusing himself, is the proper time for the beginning of *Kindergarten* training.

And, on the other side, just as the *Kindergarten* seeks to retain the child in the realm of developing ideas, and therefore postpones the teaching of the conventional branches of school life to a later time, it would be an equally great error to attempt to detain a child in the *Kindergarten* atmosphere, when he has made this transition and is ready and anxious to enter the next stage of advancement.

Therefore it is important that the limitations of the *Kindergarten* should be clearly set forth, both in its beginnings and endings. It is, of course, difficult to mark definitely these limitations. Whether fortunately or unfortunately, however, the state Constitution fixes the age at which public education at public expense may begin at the age of five years. And for the present I think that we may therefore count upon the *Kindergarten* to take the children at five years of age and keep them one year.

I am satisfied that this will be a gain rather than a hindrance to the education of children, and that children starting to school at six years will, paradoxical as it may seem, accomplish more in the next eight years than they would in nine years if they began their school life at five.

For its bearing upon this subject I present below a stenographic report of the discussion of a paper on the Kindergarten, which I had the honor to present at the meeting of the Superintendents' section, at Brooklyn, N. Y., last winter. I think the remarks of Superintendents Gove of Denver, Powell of Washington, Miss Harrison of Chicago, Superintendent Hughes of Toronto, and Wm. T. Harris, Commissioner of Education, specially valuable, as illustrating the trend on this question :

Superintendent Curtis, of New Haven, Conn., took the chair and announced that the next thing in order would be the discussion of Mr. Fitzpatrick's paper.

Superintendent Gove :—I should like to say something, if I could, to prevent a departure from the discussion of the main question and the substitution of dissertations on the claims and advantages of Kindergarten instruction. If I understand the purposes of the Committee and the temper of this paper to which I have just listened, they are to teach us or tell us who have come up here for that purpose, how certain objects may be accomplished. It would be wasting time to-day to demonstrate that which we all concede, namely : that the Kindergarten has an existence through the efforts of its first promoters ; that that education is exceedingly important and desirable ; and that we as superintendents and teachers, desire its introduction and use in every state and city of the country. The paper has shown us some of the obstacles which are to be surmounted, and now, Mr. President, I trust that the Chair will hold speakers to a consideration of ways and means to overcome these obstacles and not permit the presentation of claims for an institution which is so popular and which has already gained that which it deserves, the

enthusiastic support and assistance of almost every school house in the land.

We are confronted to-day with this problem: Here is something so excellent and desirable, it would seem that we must have it; we need it in our schools. How shall we get it? Ladies and gentlemen are here who have it already. It is their duty to tell how they succeeded in getting it and how they are progressing with the work. First, the paper presents to us the financial problem. I regard the statutory provisions as unworthy of attention. There is no legislature from the State of California to the State of Massachusetts that will not enact laws which will advance the cause of education. That does away with the statutory obstacles.

According to the statement which the paper gives in regard to the increase in the enrollment in the schools, if I remember aright, fourteen per cent of the enrollment in the schools are children five years old; fifteen percent are four years old, and eighteen per cent are three years old. Accepting the proposition that those three years and three and a half years, respectively, need not be counted—that makes a material increase in the expenditure of the schools, does it not? Therefore I conclude that is the first problem for discussion here. Can we persuade the people to increase, or are they willing to increase the present school expenditure from fifteen to twenty-five per cent in order that we may, as we believe we can, return to them its value by lowering the school age and educating the young people? Can that be done? Now we read in the press that several cities have already public Kindergarten. It is true that the private Kindergartens are the ones that we read the most about. I have a sort of notion that the only real, good, beautiful and efficient Kindergartens to-day are those private Kindergartens which are managed by intelligent administrators, backed by the purses of powerful financial friends.

That difficulty being overcome it would seem that if we should at once proceed with the introduction of the Kindergarten, another obstacle appears, namely the proposition to furnish Kindergarten schools to a portion of the people of the city while another portion of the people of the same city

and under the same administration suffers from lack of adequate school accommodation. From what we saw in Philadelphia a year ago, and from what Mr. McAllister said, it is a question with some of us in the far West, what defense can be made for providing for different Kindergartens and saying to the children in the other ward (there are 250 children in it) we will have to give you inferior accommodation and inferior teaching. What defense can we make? How did the Superintendent and the Boards of Education take care of themselves on that problem? A third obstacle has occurred to me, and I believe it to be a greater one than either of the others. To revert, however, for one moment to the last thought. It may have been said, and could have been said two or three years ago, that all enterprises can be begun in a small way; every city would consent to try an experiment to show the people how desirable a thing it is. To this the others will reply that the experimental stage is passed. Every one is satisfied with the desirable things in the Kindergarten. Some of the people in our profession are spending their time on this question. To my mind, it is nonsense to give that part of the discussion a moment's thought. The people are all ready for the Kindergarten. But the third obstacle that I refer to, is the material to place upon the teachers' platform. Now, in reply to that, the average Superintendent is informed that the material for Kindergarten instruction is as plentiful as was the material for unskilled instruction fifty years ago. Therefore, as there must be a beginning to all things, those obstacles that have presented themselves, may be, if they have not already been, overcome. We were told yesterday that the administration of our schools depended largely upon the teachers. We have been told so a great many hundred thousand times until we really believe it. The best school that any one of us has seen has the best teachers. With Kindergarten instruction the number of teachers necessary in order to insure success, must be larger in proportion to the number of pupils than it is in the primary and grammar grades. I present to this gathering these thoughts and trust that the limitation I suggest will be heeded. The most important problem to us now is not the merits of the Kindergarten, not the desirability even or giv-

ing earlier instruction in the public school at the public expense, in charge of well administered public school systems, but how shall the obstacles, as presented in the paper before us be overcome, so that the public Kindergartens may be established as a part of our public school system?

The Chair :—Accepting the suggestions of the speaker, you will continue the discussion as to the ways and means for the removal of the obstacles.

Superintendent Seaver :—I am not on the programme, Mr. President, but I want to say a word. I feel very much as if I wanted to write a paper and that paper would give to you the history of the introduction of the Kindergarten in the City of Boston. We now have in that city 33 of them containing about 2,000 pupils. In other words, one-third of the children are between $3\frac{1}{2}$ and $4\frac{1}{2}$ years of age. Our limit of age, however, is from $3\frac{1}{2}$ years to five. Now, accepting the limitations which have just been laid down by the last speaker, for I must speak but a moment, I will say there is but one way in which the financial difficulties can be removed, and that is by means of an object lesson long enough continued to convince the people that every dollar that goes into the payment for Kindergarten instruction is a dollar better expended than any other dollar in the whole school expense, That practical demonstration, by means of an object lesson. was given in my city, as is well known, by Mrs. Quincy A. Shaw, whose labors in behalf of the Kindergarten are well known, and whose generous purse enabled her to carry out her plans. About fifteen years ago an experimental Kindergarten was started in Boston and it flourished a little, and it dwindled a little, and then it died. But it did not die without a resurrection. Mrs. Shaw took that Kindergarten, told the teachers to go on, and she would pay them. Then she added another and another, until in the course of ten years she had established in the city sixteen Kindergartens, well provided with able teachers whom she had taken pains to have instructed by Kindergarteners the best the country had produced. These Kindergartens were established in the primary schoolrooms. Whenever the School Board decided to increase the number of school buildings Mrs. Shaw got a room if she could and

established a Kindergarten. Then it came to be a serious question whether the School Committee should adopt those Kindergartens from the date of their establishment in the city and pay the salaries and other expenses. The impression still prevails in parts of the city, where those Kindergartens have been established, that they were part of the public school system. I well remember the surprise of some of the members of the Common Council with whom I had interviews, when they were informed that those Kindergartens had been supported wholly by private charity and not at all by public money, except so far as the rentals of the school-rooms were concerned. They didn't know it. They thought they had been supported by the Public School Committee for a number of years. When I told them that it was not so, they said there should not be any more difficulty in getting the money for them. I said: "You convince a few more members of the Common Council and there will be none."

A voice :—Is that in Boston ?

Superintendent Seaver :—Yes, that is in Boston. I grant that it sounds a little like New York. We want you to come down there and see what they are like. Well, to finish my story, we wanted \$20,000 added to our regular school appropriation in order to adopt the Kindergarten and pay the expenses of the rooms and the material for the children, and although the Common Council thought it was in a narrow financial condition, that \$20,000 came as easily as a five dollar bill would come out of Judge Draper's pocket if I were out of money and wanted to get home. There has been no trouble in getting the money since—no difficulty at all.

The Kindergarten now is the most popular part of our educational system. The number of Kindergartens has increased from seventeen to thirty-five. They contain a large number of children and they are under the instruction of skilled Kindergarteners—not green girls who are learning the art at the expense of the children, but skilled hands—those who have received instruction for a year and a half in the Normal School, and a half year's tuition in the special instruction necessary for the art of Kindergartening. Now an object lesson, if it can be established and maintained long enough, will, I believe, convince the people in any city that

the money necessary for the Kindergartens should be voted for it, whether any other money is voted for school instruction or not. One other point and I am done. Reference was made to the condition of legislation in Massachusetts. We are very fortunate, for we never have had a lower limit for the school age. The statutes of Massachusetts provide that every child has the right to attend school in the town or city in which it resides. A few years ago a question arose involving the payment of a large sum of money upon the meaning of the word "child" in the statutes. It was concluded that the school age in Massachusetts was from five to fifteen years and that that should constitute the definition of the word child. It turned out that (that is not a limitation) the school age does not define a child. Then it was contended that the compulsory education age, eight to fourteen, should define a child. It was proved then that that is not the school age. The Court finally held that the word child meant any human being from the age of one hour to the age of twenty-one years, and practically this is the position now, and always has been. Any child, however young, may be admitted into school by the rules established by the School Committee of the town. Boston at one time established four years as the proper time for admission into the primary schools. Later it provided that five years should be the limit. Still more lately it has admitted to the Kindergarten children as young as three and a half years. There is no legal obstacle in the way, if the School Committee should decide to-morrow to admit into school children of the age of one year or one month. There is absolutely no limitation. That construction has been established by a recent decision of the Supreme Court, in a case I could cite if I had access to the books. The first step is to get rid of the constitutional limitation, and admit children of all ages to the schools which must have the Kindergarten in time.

Superintendent Sabin :—I see that Miss Harrison, who is the Superintendent of the Kindergarten college of Chicago, is here. I think it would be well to have her tell us something about the Kindergarten.

Miss Elizabeth Harrison :—I thank you, gentlemen, for the privilege of standing before you to-day. I wanted to

make a reply to, or some comments upon Mr. Fitzpatrick's paper, and although I have not a written manuscript, I have brought headings from which I wish to speak. In the first place Mr. Fitzpatrick spoke of the difficulties which might arise in connection with the training of children under three years of age—the early difficulties. It seems to me that we, as educators of the nation, should take more into consideration the education of the mothers of the children. And I know that the influence of the teachers in this direction particularly may have and can have much to do toward making the average mother feel that there is much yet for her to learn. In our own city of Chicago we have about 2,000 mothers of the educated class studying Kindergarten principles as applied to home work. This last year we have started a number of classes in the poorer districts of the city for the mothers of the children that are in the free Kindergartens of Chicago. And we find it an enormous help to us. We find it also a great revelation of the earnestness and the interest and the loyal intelligence of the class of women ordinarily known as the chair-women of the city. It seems to me that when this subject of Kindergarten is properly understood, it means the study of human nature and how to develop it so that the mother classes will grow spontaneously—that is, that the Kindergarten will have its own class of mothers. The next point which Mr. Fitzpatrick makes, which I heartily endorse, is that the Kindergarten class shall have but sixty children—thirty at a time—thirty in the morning and thirty in the afternoon. My one fear is that there would be a tendency to crowd too many children into the room. If the children are subdivided into morning and afternoon classes, that will do away with the necessity for two rooms. The rooms you have here in New York and Brooklyn, would be sufficiently large for all practical purposes for a Kindergarten of thirty children. The third point is that generally there is too high an estimate given, too large an idea entertained of the expense connected with the Kindergarten. I have just been informed by Dr. Felix Adler of New York, who is thoroughly familiar with the workings of the Kindergarten and who has watched its progress with great interest, that there are 100 children in a private Kindergarten and the material used by them during the year costs only fifty cents a year per pupil.

Superintendent Powell :—Will the lady permit a question right here? Does the one teacher attend the forenoon and afternoon classes?

Miss Harrison :—That would depend upon that individual teacher's physique. If she were as strong as she ought to be she should ; otherwise she should not. I thank you for your question. I have come here to-day with a very earnest heart and a very burning desire to help the Kindergarten, and I beg aid of your Superintendents in this matter, because our fate rests in your hands largely—not altogether. We are going to have the thing whether you can help us or not. The next point Mr. Fitzpatrick touched upon was that concerning the influence of teachers. I would endorse and emphasize that, but I would say in continuing the matter, that the mother element so strong in the heart of every true woman—that mother element which brings the woman into sympathetic touch with the little child—will do much to obviate difficulties and make atonement for many other defects. In Chicago we require three year's training before we send our young ladies out as fitted for Kindergarten instruction. The next point which I would like to speak upon is that of having special studies for the Kindergarten. Any true Kindergarten, beginning with the cradle and going to old age, would do what she could to co-operate with the after life of the school. If there is allowed in the public schools a special superintendent of drawing and music and physical culture, and other things, which I believe are allowed in our schools, why should there not be a special supervisor or superintendent of this very important branch of the educational system known as the Kindergarten? Now my last point is this : I got an impression from Mr. Fitzpatrick's paper contrary to the previous impression which I had of his belief on the subject. I may be mistaken in my impression ; that is, as to the importance of the games and the plays. The play circle is the centre: The child begins with the passive period—the period of infancy ; the receptive period—the period when environment is all important. If I had time I could tell you many, many things which have been called to my attention in connection with the little tots who come into the Kindergarten. Then comes the creative period which calls for a spontaneous

expression of what is within the child. Later on comes the school period of the child. The true Kindergartner takes the child out of himself. I use that in the broad sense of preparing him for life. If education means anything at all worthy of the life work at which it aims, it means that the process of training by which a human being leads, hereafter, a better, more rational and nobler life, is conducive to that and helps him to meet the problem of life better than he could without this education. I think it is proper to speak of this preparatory play. Ralph Waldo Emerson said in music there were certain things no man hesitated to buy. I think the same can be said of the Kindergarten, and I shall quote here in support of that statement the willingness of the Boston School Board to spend \$20,000 for it. In the play circle the child is trained by his gifts—trained intellectually by the powers of observation, trained by the powers of judging and contrasting the things he sees; his memory and imagination and creative powers are trained, he learns occupation; his love of the beautiful is trained, and then I say in the play circle of the Kindergarten comes the prominent and all important element of understanding his or her relationship in life. He is taught to bear and forbear. He is taught his own place among others in life, his significance and insignificance in the world. We not only develop the child's muscles by the plays and train him concerning the materials he has, but by the actual handling of the materials and his use of them. We begin his training in preparation of what is to follow later, his understanding of them to the relationship to life. We begin with birds and bird life, the father and mother and the little baby birds, and in a thousand and one ways, by means of songs and stories, and particularly games, in which he imitates these little captives in a cage, he is gradually led into an understanding of the family relationship. We have a little game called "birds nests," in which four or five little children may represent the baby birds. Here they are flying off into the air while the mamma bird is training them how to fly. On one occasion I stopped the game. I said "Alfred, what kind of a papa bird have you here, I would like to know? Why are you not helping mamma to teach the babies?" He turned his head to one side and said:

“Why I got the worms for them.” I do not know whether you think Alfred was in the right.

A Voice:—But we are the ones who get the worms.

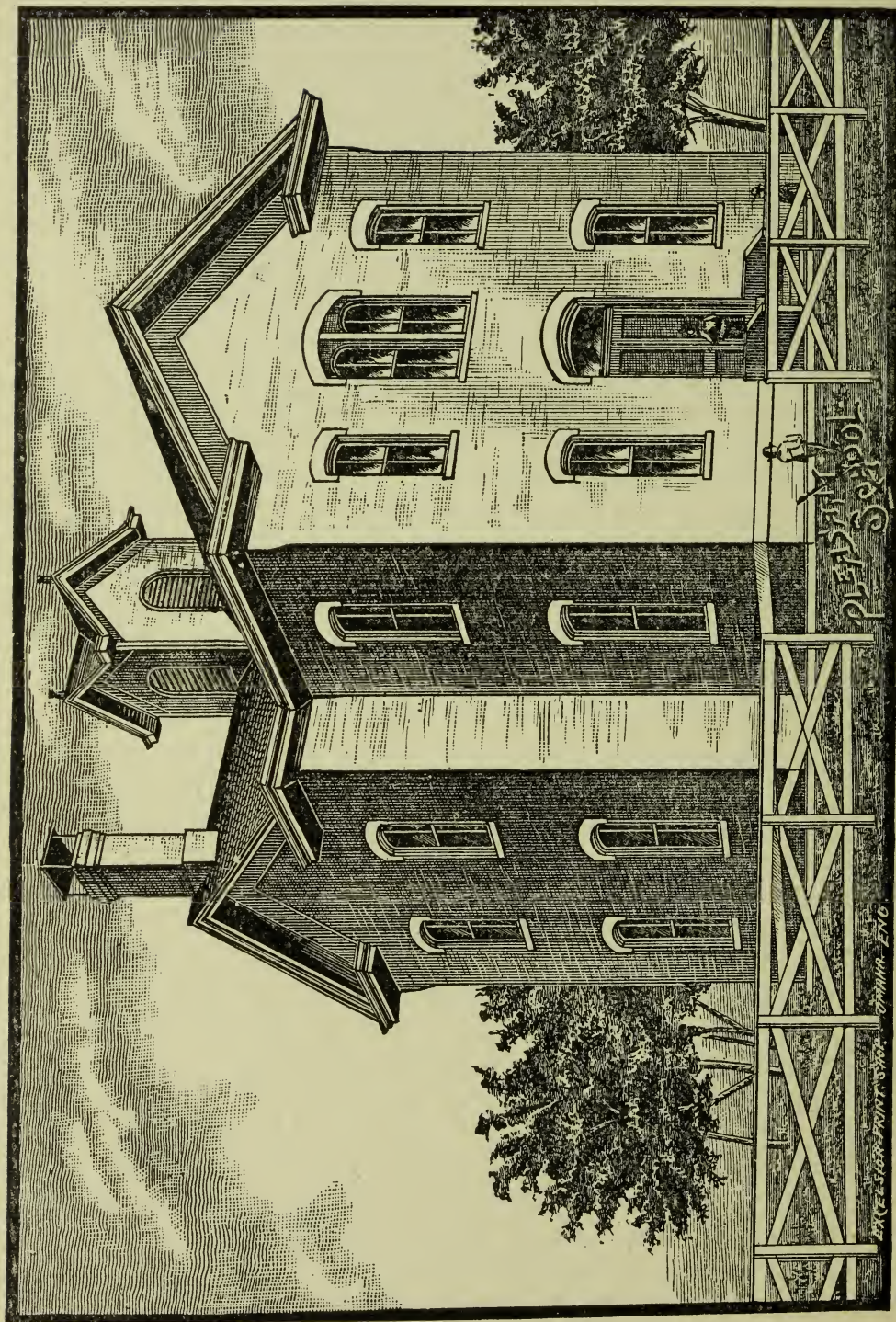
Miss Harrison:—Yes, I said that, but I said also, Don't you think you ought to help teach the little baby birds to fly? The little fellow looked up to me as if he was not quite sure of my views. So I turned to the class for public opinion and said: “What do you think about this?” Instantly the whole class decided yes, that he ought to help teach them to fly. Then we had very little trouble with the fathers after that. I will give you another illustration. Our system believes in co-operation and co-education and equality of men and women, but in different spheres and in different ways. Another time we were playing the blacksmith's game. Two little girls were chosen to do their part of the game and two little boys were to be the blacksmiths. The little boys were pounding on their anvils and blowing the fire and attending to the various duties in connection with a blacksmith's shop. One little girl entered heartily into the spirit of the game. The other little girl, dressed in velvet and plush, seated herself off a little way and seemed indifferent. “Why,” I said, “Beatrice, I am afraid you won't have any dinner ready when Charles comes home for it. She gave a haughty toss of her head and replied: “My Mamma does not cook dinners.” The dinner hour came, the blacksmiths washed their hands and started for their homes. Then I said: “Beatrice has no dinner for the tired and hungry blacksmiths.” With that, Charles walked over to the house of the other little girl, where he found a nice dinner awaiting him. The next time Beatrice played she did her part of the household work. Little by little they gain the knowledge of what is to be required of them in the future. The little girl learns what her duty is in the home, the boy, what is expected in that sort of trade. Later on in the year, we begin to lead these children into the knowledge that the blacksmith's children must have shoes to wear, and the carpenter's children must have bread to eat, and the blacksmith's wife must have clothes to wear, and the blacksmith must have his tools, and so on through all the avenues of trade and necessities for them, which have grown up into the world of civilization. We take the children at different

times to the carpenter shop, the shoe shop, and the tailor shop, so that they can see the men at their work, and come back to the class rooms, and imitate them the better.

I shall never forget the lesson a dear little five-year old gave me on one occasion. We brought a scissors grinder into the room in order that the children might see how he patted his foot, and how he made his wheel go, and what he did in sharpening the knives or scissors. When he had finished sharpening the scissors, I paid him his charge, and he was going out of the room, when the little girl looked up into my eyes and said: "Why, you forgot to thank him too." The little girl had been playing scissors grinder at one time. She had had it indelibly impressed upon her mind that courtesy, as well as wages, was due. A lesson in the question of capital and labor, which can well be taught the citizens of Brooklyn and New York, is, that the laborer is worthy of a courteous word as well as wages earned. I want to say here is one of the necessities which we cannot afford to do without. Later on in the year these trade activities are connected with advanced life. We have to be served by policemen who will protect the carpenter's home, the blacksmith shop, the shoe store, and the corner grocery. Then we show what firemen are for, how they put out fires in the homes of the people, and then we get up to where the children learn of the heroes of all nations who have sacrificed home and family and prosperity for the sake and honor of their country, and if you could see, as I have seen, twenty five, thirty and forty little ones calling themselves Swedes and Germans, and Nihilists, and Anarchists, marching in our Kindergarten with their swords drawn and their banners flying and understanding what it all meant, you would think of the importance of state relationship to this matter, and the necessity for this Kindergarten education for the little ones three, four and five years of age. It was this point particularly that I wanted to emphasize. Later on and we come to the universal relationship, or the church relationship. That means the common brotherhood of all mankind, for without that relationship it is not worthy the name. We cannot say with truth "Our Father who art in Heaven," until we can say our brother who is on earth.

I have taken more time than I should, but it was with the feeling that if we are to amalgamate this great nation for all that is good and dear to us, for the elevation of the human race in general, I know of no way in which this solid foundation can be cemented together for a higher national life, which begins with the child in its infancy, than through this agency which trains him to realize the different pledges of life, that teaches him that which makes all the difference between the savage and the civilized world. It is for this great realization that we take so long a time to prepare our students for the work of teaching. It seems to me that we should have a supervisor of this department, for not only are the skilled hand and brain and earnest heart required in this work, but philosophic views of life; and I earnestly appeal to you, gentlemen, not to put off the day of considering the subject of the Kindergarten as the foundation of the great public school system of America which is the bulwark of our nation.

Superintendent Hughes:—I have taken much pleasure in listening to Miss Harrison give her experience, and I have some hesitancy in addressing you after the eloquent exposition which has been given by her of one department of the work which, in my opinion, proves its value, and of which it is not necessary for me to speak. I also agree with Mr. Fitzpatrick in the feeling that so many people—teachers and others—do look upon the Kindergarten as mere play and do not see in it the grandest agency we can have for widening the views of the children and revealing to them their relationship to God. Miss Harrison has beautifully and delightfully outlined that. I have always been grateful that St. Louis had Dr. Harris and Miss Blow, and the great city of Boston Mrs. Shaw, because St. Louis might have been ashamed to give up the Kindergarten. But in Boston they watched it for years and years and nursed it for years, and I have been told by others that Superintendent Seaver studied the subject very carefully before recommending it for adoption. In Toronto we adopted it in a different way from any of you. I asked Mrs. Kraus, in 1876, to send me the best Kindergartner she could. She promised to do so. She sent her eleven years ago when we decided to introduce Kindergarten in Toronto as part of the public school system. The Superintendent of



Schools there needed a wife soon after that time and he married her and the Kindergarten has flourished there ever since without any expense to the public—all for the salary of the Supervisor. I thoroughly agree with Miss Harrison that we ought to have a Supervisor of that department—not that she should manage it or make it separate or distinct from the public school system—but because we need a woman of thorough training to take charge of that work. As I said before, we have that in Toronto, without any expense. I recommend any of you to follow my example if you have the opportunity. I know that Toronto heartily and willingly pays the money needed for its Kindergarten. If any part of our public school system were to be departed from, the Kindergarten would not be the first by any means. I tell you what people in Toronto will say to you when you get there—“go into the Kindergarten instead of the primary classes.” We have twenty seven public Kindergartens in Toronto with 116 Kindergarteners employed. We have forenoon and afternoon classes. We employ three ladies for our forenoon work. We use the same room for the forenoon and afternoon classes. We put those children in the hands of a primary teacher who thus bridges over the life of the child until it has passed into the more advanced stage. The advanced class is in the afternoon. We have seen pupils in the primary class preparing for the full day's work in the primary schools. We have no trouble in the afternoon as all the children have passed through the Kindergarten. We do not have any attend, or go to the Kindergarten who are under four years of age. The Kindergarten is a part of our organic public school system. We feel now, and we felt a great deal more at first, when we introduced the Kindergarten in Toronto, the lack of good, thoroughly trained teachers, but we have now 116 ladies who have been trained—who have taken two years or more of study in our work. You did not wait to start your public schools until you had thorough trained and competent teachers. You took the best you could get. The ladies of our department take two lessons a week in connection with their work, up to the present time. In the matter of expense we have a good illustration. In my seventeen years' experience we have increased the

number of our teachers from 67 to 563, showing a very rapid increase of public school buildings and increased expenditure for education, and we have introduced the Kindergarten system until now we have twenty-seven Kindergarten schools in flourishing condition. This shows that the people of Toronto are willing and ready at all times to build schools to keep up with the increase in population and also to bear the additional expense of the Kindergarten. I do not agree with the suggestion that the poor children need the Kindergarten instruction most. I think they all need it—the wealthy even more, if anything, than the poor children. The poor children get experience that is not to be had in the homes of the wealthy. The rich children never fall but some one picks them up. They never wish but that wish is gratified. They never cry for food but that they receive it. They are petted and loved and spoiled. In the poor man's home the child learns to take care of himself and get experience that will benefit him in after life. But I contend the middle class need the Kindergarten training also. They need it. They have a right to it. Therefore I believe we should have it as a part of our public school system.

Superintendent Powell:—In reference to the financial question, do the pupils progress any better because of this Kindergarten training, after they enter the so called primary schools? Is the financial expenditure for the Kindergartens fully compensated for in after life?

Superintendent Hughes:—I think so. Pupils leave school at the age of fourteen with greater power to do their work than they would have had without this training. They are more intelligent, and have a wider range of general worldly knowledge. Now, as to the cost; we do not find it exceedingly heavy. It does not average more than \$9.50 per pupil after the rooms have once been secured. The entire cost is a little under \$9.50 per pupil for the Kindergarten for a year, not including the first provision for room furniture and permanent material. The expense of the ordinary material used by the children is very trifling. I think the New York experience would be about the same as our own.

Superintendent Maxwell:—Are your Kindergartens in separate buildings, or are they part and parcel of the primary or elementary classes?

Superintendent Hughes :—They are in the same buildings as the other rooms.

Superintendent Maxwell :—Are they in any respect under the control or direction of the principal of the primary or elementary schools?

Superintendent Hughes :—In all respects of enrollment and management, they are under the control of the Principal of the school. The Supervisor or one in charge of the Kindergarten branch of the educational system makes reports the same as the other teachers do. But as to the methods pursued and the ideas carried out in our Kindergarten teaching, there is not a man or woman in Toronto who would interfere with them in any direction or in the slightest degree.

Superintendent Maxwell :—You have not tried the experiment of having them in separate buildings?

Superintendent Hughes :—No, sir ; we have not tried it. It would be more expensive, and personally I see no object in it of a beneficial nature.

Dr. Rickoff :—May I ask if you had pupils over six years of age? And is the Kindergarten suited to the growth of children over six years of age?

Superintendent Hughes :—From four to six and a half years are the ages within which we give Kindergarten instruction. We find that when children six and a half years of age have been in the Kindergarten for a while, they play these games without any apparent consciousness of them ; but if they have been in the Kindergartens from the start they do not reach that age which prevents participation in these games without good results.

Superintendent Trendley :—Did you make a limitation as to the attendance at the Kindergarten?

Superintendent Hughes :—We tried to. I was trying to figure as to the expense of the teachers' salaries. I find that the expense does not increase so much with the Kindergarten.

Superintendent Trendley :—If you come over to this country you would find the expense of the Kindergarten would necessarily increase.

Superintendent Hughes :—Well, we have no McKinley Bill. After ten year's experience with the Kindergarten, we

have not had one attack from any member of the Toronto Rate Payer's Association—and we have one of the meanest Rate Payers' Association in the country—I say we have not had one complaint about the money we have spent for Kindergarten purposes. In every district of the city, they are continually in advance of us, and asking for more. During the present year we will open two more Kindergartens. The people are satisfied to pay the money and the teachers are satisfied that the pupils are very much better than they used to be when they did not have the Kindergarten. I heartily recommend it to you. You should have it. Get it in any way you can.

Superintendent Hailman :—There are probably many in my condition—they need conversion and an official assertion of the value of the Kindergarten. As there may be many in this land who need converting and strengthening with reference to this matter of the establishment of the Kindergarten in the school system. I would ask this body of teachers and superintendents, who by their expression have announced their convictions that the Kindergarten is desirable, that they should say so, and why it is chiefly desirable. I have formulated this resolution on the ground of the critical statement made by Mr. Fitzpatrick :

Resolved, That the Kindergarten as a means to give to the nascent social tendencies of children direction toward benevolence and civic efficiency, is a necessary part of a complete system of schools.

Superintendent Draper :—In my six years' experience at the head of the State Board of Education I was in a position to see and notice the Kindergartens; ascertain what is the practicability of this work, and even more, the necessity of it as a component part of our public school work. There are two or three things that it seems can be guarded against.

Superintendent Gove renders a service to the department and to the cause when he brings us face to face with existing conditions and exact circumstances. We cannot go to the public and secure appropriations—large appropriations—necessary for aiding this work to our public school system, of making this department a branch of our public school work, unless we can clearly show to the tax-payers and to the pub-

lic, its practicability, its utility and its necessity. It must be allied with every public school if it is to be undertaken at all, it must be closely related to the public school because its influence must permeate every department of the public school work. The manner in which Kindergarteners perform their work must influence others. The work of the Kindergarten must be carried through the higher departments as well. There is great danger of doing this thing half way. There is the greatest danger in compromising this matter. My light on the subject leads me to say that one of the saddest things I know of in connection with our public school work, is bringing little children from three to six years of age, into a public school and not caring for them through the agency of a tried and experienced Kindergarten who thoroughly understands the system. The worst thing any city or state can do is to undertake this thing only half way. It must rest on a scientific basis or it will fail. If it rests on a scientific basis, it will accomplish its purpose, it will make headway, it will bring conviction to the minds of all who are related to the educational system.

Superintendent Powell, of Washington, struck the nail on the head when he said there were offsets to the expense of this work. I am not at all certain but that the Kindergarten is an economical instead of an expensive addition to our public school system. I am sure that the average child who goes through the Kindergarten will be at twelve years of age, better educated, more intelligent, and a better child in every respect, than is the average child at fifteen years, who does not go through the Kindergarten. I know that that child will be more kind hearted, more in sympathy with nature, more in love with his or her fellow beings, a better citizen and a stronger man or woman at the age of twenty-one—the average child I mean—than it is possible for the average child to be without this work. I believe that the Kindergarten work is perfectly practical and it will produce better results than any other department. Indeed I am ready to say, if it were a choice between the Kindergarten and the high school, as to which of those two branches of instruction should go, I say the high school ought to go and the Kindergarten should be adopted. I

think it is true. There is no nonsense about it. I believe that, just as much as I believe anything, because I believe in the vim and push and vigor of the American boy and the American girl who has started right and has a chance. I believe any boy or girl who is started right and deserves a high school education ought to get it. If he has not vim and push and vigor he is just as well off if he does not get it at all. I do insist upon it, that we who are interested in this subject shall see to it that it is properly presented to the public and particularly to the officers charged with the responsibility of appropriation. I will ask for one thing, and then I will sit down. You have got to counteract the impression that the Kindergarten is a public charity. It has started very unfortunately in this country. It is not for the common children alone or the children of the very poor. It is for all the children. Impress that upon the public and demand that the Kindergarten be speedily made a part of your public school system.

Superintendent Greenwood:—I ask for the reading of the resolution again.

The resolution was read.

Superintendent Maxwell:—This resolution is in effect that the Kindergarten should be made a part and parcel of our public school system, and I therefore move that it be referred to the Committee on Resolutions.

U. S. Commissioner Harris:—I hoped that we should have an opportunity to say something on this subject. We have not considered the matter of expense and a comparison of the Kindergarten in connection with the education given in the high school. The Kindergarten in that practical phase as it presents itself to the superintendent of the school, has not been touched upon except in an indirect way. There is a reason for the Kindergarten and indeed a reason for fault finding on the part of the Tax Payers' League. The superintendent has his opinion of its value; the tax payer has his eye on the expense. A debate on that subject I think would do more for the Kindergarten than anything else we can do in any way.

Superintendent Maxwell:—If the chair will allow me, I beg to withdraw my motion, for the present, to refer to the Committee on Resolutions.

Commissioner Harris:—Taking the sense of this resolution, that the height of education is something that cannot be measured as arithmetic or grammar, I think if that resolution was worded a little differently it would put the Kindergarten on its proper basis. And coming back to the question of cost, I would like to ask Superintendent Hughes to tell me what it costs for the primary children. The cost for the Kindergartners I understood him to say was about nine dollars.

Superintendent Hughes:—A little over twelve dollars I should say.

Commissioner Harris:—In Boston that point was not brought out.

Superintendent Seaver:—I am unable to give you exact figures as to the capita expense. There is not very much difference though between the primary and the Kindergarten. The salary is \$450 in progressive stages.

Commissioner Harris:—I agree with the writer of the paper in the fact that the age limit is the value of the Kindergarten. I think when a child is seven years of age that Kindergarten instruction is not particularly valuable. The most important age is from five to six years, after the child has completed his fifth year and not reached his seventh year I might say. The first practical difficulty in introducing the Kindergarten is that one of expense. In the city schools, if it is so managed that the expense per year for the education of the child in the Kindergarten is as much as it is in the high school, it is a very valid objection to the development of the Kindergarten. Therefore it is a very important question as to how to manage it so as to get the Kindergarten and get it in a cheap way. I want to contrast the method in Boston and Toronto and St. Louis and Minneapolis. The method in Boston has been that the noblest and wealthiest people there have pleaded for the Kindergarten. Boston is the second city in the United States in point of wealth, and hence the question of expense is a very small matter to the Boston tax-payer. That, therefore, has never been an important matter with them. When I first saw the Kindergarten I saw it in a Boston public school. The whole object of introducing the Kindergarten there was to show that the

thing could not be done. The teacher had twelve pupils and the expense amounted to from fifty to sixty dollars a year per pupil.

A Voice:—It amounted to more than the expense per capita in the high school.

Commissioner Harris:—So, when the Kindergarteners came to me in St. Louis and said they wanted it, I heard their reasons. The Kindergarten did not take much hold of me. They said they wanted to utilize play. I said it could not be a very wise man who merely wanted to use play. I said you have got to show how this play does something in building up intellectual character in general. On observing the Kindergarten and its work, I thought I discovered that the Kindergarten of St. Louis instead of commencing with play took the child at the transition period. It takes him through the symbolical stage of its work. It is just as important a part of education as any. We found in St. Louis that the children who began at four and five years of age in the primary schools were not as progressive as those who had been one year in the Kindergarten, and what is more, that the children who come in at seven years of age, would have less asserted development. The Kindergarten certainly brought the child out in a healthy state of mind and in a proper receptive condition for what comes afterward. His growth was looked at in a proper manner. Now comes the financial experiment. First, we had large heavy tables filling up the room. These could not be moved when we wanted to clear the floor for the games. We had forty children and we had to have another room for these games. That was two rooms that were taken away from the primary schools. That of course made the School Boards who were looking to the matter of expense and the question of building more schools to provide for two or three thousand children a year—shake their heads. We had one very well paid teacher and directors, a paid assistant and three or four voluntary assistants. It takes a great many teachers for one hundred pupils. Perhaps in a primary school a teacher can manage eighty of those pupils, whereas in the high school a teacher can manage about thirty, while in the Kindergarten she can manage twelve or perhaps twenty. We fixed our limit at twenty for

each teacher. It became obvious that the Kindergarten must hunt up some other form of management—of school management—and we discovered it in the Lancasterian system. We called it the semi-Lancasterian system, in St. Louis, because one of our teachers for the Kindergarten was from our Normal School. We had one very excellent teacher ; one who had served for some years, and others who were coming to a realization of the demands of Kindergarten work through their apprenticeship. We found that by paying one good salary and a smaller salary to the assistants, that we could reduce the price and the cost of the tuition and get it below the price and the cost, to the tax-payers, of the primary school. We cut it down, I think, to \$5.40 on the total annual expense per capita, and I think another year we cut it down to a little less than \$4.00. That, of course, was so small a price for tuition that the Kindergarten had solved the problem of expense and we had no trouble as to the semi-Lancasterian plan. That is to be recommended for all sorts of reasons. I do not think any city can successfully introduce the Kindergarten unless it looks out for the method. We found that the ordinary thirty by thirty-two room is not a proper size for the Kindergarten. You need a larger room. We made the buildings sixty feet long and we put into them, instead of seventy-five pupils, as you have in Toronto, 150 pupils and they were altogether the best Kindergartens we had in every respect. We had a splendid teacher at the head of it; we had a paid assistant in that grade, and then we had volunteers. Then you can have the place wherein these wonderful symbolical games and plays are brought with their tremendous spiritual effect on these children. They are the best as to the matter of expense. With regard to forenoon and afternoon classes for the Kindergarten they said we could not get children to come in the afternoon. The very first week when we took an expression of opinion from the parents on the subject we found that there were more who preferred the afternoon to the forenoon Kindergarten. And we found a good many strong and enthusiastic Kindergartners who were not only able and competent but willing and anxious to manage both. We paid them, if they only taught one session of the day, \$4.00 : if they taught both, we paid them

\$7.00. That was a high salary for us, for that kind of work. I cannot sit through this debate without saying that it is a very important matter for this body of School Superintendents, who seem to be afraid of the Tax Payers' League—consisting generally of the people who do not pay taxes, but wish they could, and wish to get political favor—to take a stand. Those Tax Payers' League people were the ones who gave the Kindergarten a heavy blow in St. Louis. It was a terrible blow, because it brought the Kindergarten up to where the argument was made that the instruction was not as valuable as it had been represented, and the expense was enormous, and the Tax Payers' League was harping on that subject all the time. Fortunately for us, the wealthy people were mostly all in favor of the Kindergarten instruction, and when the Tax Payers' League tried to drive this Kindergarten to the wall I said to the wealthy people who were truly in favor of the Kindergarten, “you get up a Kindergarten League and you will make those people so ashamed of themselves that they won't look at you on the street.” It was started and they did shame those Tax Payers' League people so that they hung their heads. It only remains now to make a change in the constitution of the State of Missouri and allow cities of a certain size to look after the education of the children under the constitutional age.

Superintendent Gove :—I should like to ask you if the semi-Lancasterian system enforced, would not conflict with the proposition of Superintendent Draper and Miss Harrison, of Chicago, who believe also that it would be better not to undertake the Kindergarten work at all, unless we can do it well, without the assistance of the Lancasterian system?

Commissioner Harris :—I say if you are going to have a Kindergarten, you should have that kind. You cannot get one that is better adapted to carry out the ideas of the Kindergarten instruction as well. The philosophy in it is better than in any other. I am supporting the resolution when I speak. I say to this group of learned Superintendents that \$30,000 spent for Kindergarten instruction, even if the children do not show any advancement in the way of knowledge when they finish their course, if it tells in the future when they get into the other classes, I say that \$30,000 has been

well spent and there is a great benefit derived from it.

A Voice :—Do you agree with the statement that the private Kindergartens are the only good ones? Are not the semi-Lancasterian ones better?

Commissioner Harris :—Yes. The existence of those Kindergartens in St. Louis, is due to cultivation, earnest work and the organization of little mother classes which later united for a great social influence. The Kindergarten benefits the young woman in the schools. When she is just out of the high school, she goes to the Kindergarten and acts as an unpaid assistant for six months or a year. This is one of the most important parts of her education. The Kindergarten gives her an excellent opportunity for education that will serve her well in later years, in the way of seeing how to manage children and working with them in the Kindergarten. It furnishes a perpetual influence for literature and art, and everything that will redound to the benefit of the masses of humanity. Then the children themselves get this social training so impressed upon them that it never leaves them. They take the children from the slums in some cases and have the Kindergartens in the street. Mr. Fitzpatrick remembers a school in St. Louis where the children had to sit on the curb stone of the street. But the school was established. It took the children young, made them socially clean and self-respecting, and developed them in all the essential things which are the basis of the Kindergarten. Then we educated the parents of these children through what we taught them. Parents are never so much affected as when they see their little ones learning things that will prove useful to them in after life.

Superintendent Trendley :—Where the population is from 10,000 to 15,000 ; where the statutory law limits the levy ; where that levy is made, and the full amount has been used and you have been pressed into debt to meet the necessities of the school. Now suppose you get back to a place like that, what would you do?

Commissioner Harris :—I would begin by establishing the Kindergarten.

Superintendent Trendley :—Suppose you did not have enough money to do it, how would you get the money?

Commissioner Harris :—If you propose to do it by cutting down salaries, you will be unpopular with your teachers. You say we will have our salaries lowered and that is equivalent to inviting the opposition of the teachers to the establishment of the Kindergarten. I hold that by making the schools strong in the community you can make that community pay for those schools. The greatest pride of my life in St. Louis was in making that city pay for those Kindergartens schools. My main point is to make your schools so strong in your community that the people will be bound to support them in anything within reason. Make the parents believe in the schools as the strongest instrumentality for accomplishing good and giving beneficial results in the city. The difficulty in St. Louis, we could have settled in a minute. The people of St. Louis could have voted more money at any time if they had been prepared for the Kindergarten as they should have been years before it was introduced. I say, if you are pinched for money, make your schools so strong and valuable in your community that you will compel the people of that community to support them, and generously support them.

Superintendent Fitzpatrick:—There are one or two things that I want to say with reference to the resolution that has been introduced here. I would caution the superintendents here against the plan which Dr. Harris has outlined. I do not know of any man who can carry a point any better than he can. But I will tell you what will happen in most of the towns if his plan is put into use. Your assistant teachers will be the girls who have failed in your high schools, and who cannot do anything else. I wish to emphasize one point, that if this Kindergarten system, which we advocate, is to be attached to the common schools of our cities, it must be attached to the side of intellectual development. I believe that just in so far as you put your stress upon the occupation and games, to the exclusion of the gifts, those children will be weak when they pass out into the other branches of the school. I would emphasize the statement also that it takes a better teacher and a more competent teacher to handle the Kindergarten than it does to handle any other primary school. That semi-Lancasterian school

is fallacious. What harmed the St. Louis schools was the incompetent material that got into them. Miss Susie Blow, who has never had but one equal in this country, Miss Harrison, said she could never bring out all the best material in the child by that system. Her report shows this very thing that I am now speaking of. If you are going to make a nursery out of this Kindergarten, any one can come in and wait on these children, and bring in their luncheon, and all that sort of thing. I believe that one of the most dangerous things is the starting of a Kindergarten upon a basis that is fallacious and faulty; and I think the Kindergarteners themselves appreciate this. The only place where the point of expense is tenable is where a city has a fixed income. For instance, I have in my mind a western city that has to maintain its schools on a four-mill tax. It has most excellent schools and the Board of Assessors suddenly decreases the assessed valuation materially—that same condition was met in St. Louis some years ago, and it will have to be met here, I suppose, sooner or later. I have in mind this idea: I cannot see how the Kindergarten, which has to have a room larger than the primary school, where the number of pupils to a teacher is to be less than in the primary school, how it is that the Kindergarten is to cost less than the primary school. It does cost more, it ought to cost more, it is worth more. One way of reducing the expense is by cutting into it in a sweeping manner. Then your Kindergartens will be deluged with this incompetent material. I have not heard that the St. Louis girls and boys have developed great intellectual strength in comparison with the boys and girls of cities that have not had the Kindergarten. I think it is due to the starting with incompetent material. I would rather have one or two Kindergartens started in this city on the best plan than to start a much larger number on the other plan. I did not say in my paper that the Kindergartens did not need a supervisor. The supervisor of the Kindergarten should be some one who lives in an atmosphere of love, and whose every impulse tends to stimulate intellectual thought; one who takes in something else in the world beside the Kindergarten, and who does not seek to build up

an alien institution and thus create schisms between the departments.

The Chair put the motion which was carried. The Convention then took a recess.

EXAMINATIONS FOR PROMOTIONS.

The plan for promotion of pupils below the High School was still further modified during the year in the direction of the growth during the last five years.

The report of the Committee on Course of Study herewith appended, will show the general scope of the plan:

REPORT OF COMMITTEE.

Your Committee on Course of Study:

* * * * * Also recommend that stated examinations for the promotion of pupils, except for admission to the High School be discontinued, and that pupils shall be promoted from class to class and from grade to grade in the manner following:

A. On written recommendation and endorsement of the respective class teacher and Principal of the school, based upon close observation of the work of the individual pupil from day to day.

B. On test examinations, written or oral at discretion, to be given from time to time during the year. Three such examinations to be given by the grade or class teacher; one such examination to be given by the Principal, and two such examinations to be given by the Superintendent during the year.

Equal credit shall be allowed for recitations (A) and for examinations (B). * * * * *

Sufficient time has not yet elapsed to allow any conclusions to be drawn relative to the merits of the plan.

It will be observed that promotions of pupils from the

grammar grades continue to be made upon the old plan. Pupils are put on a recommended or non-recommended list, prior to the examination; all pupils then take this examination. Seventy-five per cent is required in the main branches, i. e., arithmetic and grammar, to entitle a pupil to admission to the High School. If a pupil who is recommended by his teacher and principal should receive less than seventy-five per cent in several branches, an allowance of not exceeding ten per cent is added to his standing by reason of being placed upon the list of recommended pupils. This allowance enables perhaps five per cent of the total number of pupils who are on the recommended list to pass when otherwise they would fail. Pupils who fail to be recommended by their teachers stand or fall by the examination.

We are not yet quite ready to do away with examinations for admission to the High School.

I think also, that all the pupils who apply for admission to the High School, should be gathered together in some central place, and take their examination under the supervision of the teachers of the High School. The teachers of the High School should also mark the papers of the pupils, instead of having them marked by the teachers of the Eighth grade, as at present.

This would remove the opportunity for any inequality which may present itself under the present plan.

It has been our purpose to elevate the position of Principal to something more than that of a disciplining machine. The policy of having promotion lists brought to the Superintendent, with the idea that that functionary could pass any valuable opinion on the question of promotion of some 14,000 different pupils, has been abrogated.

Now the Principals are expected to decide all questions of promotion of these pupils in their respective schools.

There still remains too great a tendency to lean upon the Superintendent in questions of classification, and arrangement of pupils in the respective schools in such a way as to promote efficiency and economy.

In every school system the individual school classes in any one school are perpetually disintegrating.

When any new class of pupils is organized there may be a complete homogeneity, but after a few weeks have passed away, the pupils in this once homogeneous class will appear in at least three different and divergent forms. A certain percentage, usually about thirty per cent, may be classified as superior pupils, twenty per cent as inferior pupils, and fifty per cent as average pupils. And should this class be again divided on these lines and formed into three separate and distinct classes, it will be only a few weeks before each class will break up again into three different and distinct elements, comparable with the divisions heretofore indicated.

This phenomenon may be styled the persistency of disintegration.

Its parallel may be found in life, where the tissues are continually wasting away and need to be rebuilt from time to time if the physical structure is to escape extinction.

The remedy for this disintegration is re-integration, re-classification, the gathering up together of somewhat similar elements to form a new class, which again disintegrates only to be rebuilt again, and so on *ad infinitum*.

Crystallization into any one absolute form which will produce immobility is death in the physical world, it is death in the school world also.

In life, were we to wait until the tissues in any particular organ had wasted away before beginning to build up new tissues and new forms, the organism would die.

Just so in classification. If we wait until the disintegration has been completed, and the class is broken up into its

three distinct elements, these divisions become rigid and can not be re-united into a living, breathing whole.

The remedy is to foresee this breaking up of classes, and apply the remedy before the evil has become visible to everybody.

In this re-building of classes in a school system the short interval between classes is a very potent factor.

There is nothing in the whole work of a Principal or Supervisor, that demands clearer insight and greater breadth of vision than the taking care of this disintegration which so remorselessly attacks classification.

Much more attention has been paid to the improvement of classification this year, with some success.

SUPERVISION.

The work of the Principals during the year, so far as it relates to developing a healthy spirit among the children, maintaining a high standard of honesty and diligence in school work, attending to matters of discipline, maintaining good relations with their associates, and creating a valuable public sentiment in their respective localities, has been worthy of all praise.

But so far as the vital work of pointing out defective methods of teaching in their associates and the insisting upon the correction of these weaknesses is concerned, there remains much to be desired.

Too much reliance has been placed upon the cataloguing of errors, both general and specific, in a teachers' meeting, with the hope that the erring parties may be thus brought to see the necessity of a change: comparisons of the work of a successful teacher with that of an unsuccessful teacher, coupled with gentle hints, have also been tried with varying success.

I have no confidence in any other method than that of pointing out the error clearly and specifically, giving the reason therefor, pointing out the remedy in a pleasant manner, and following up the matter until each specific weakness is corrected in detail.

Primarily, every Principal is responsible for the character of the work in her school, both individually and collectively.

If all the teachers were excellent there would be little need of Principals. It is impossible to assign a complete corps of very strong teachers to any one building, therefore all Principals must devote the greater part of their time to the strengthening of weak teachers.

It is no more than fair to state that it has only recently been possible to define specifically the duties and prerogatives of Principals in such a way as to have them clearly apprehended by themselves and their associates.

It is also fair to state that a number of Principals have a clear conception of their duties in this direction, and perform their duties in an admirable manner.

Others, and perhaps no larger proportion than is found in other cities, though excellent teachers, through lack of the proper temperament, an over-sensitive nature, or a desire to be extra agreeable, fail in the efficient exercise of this important function.

I have found the teachers and Principals, both collectively and individually, eager to carry out any plans which may be suggested to them, and zealous in the discharge of their duties.

It may not be considered out of place here to state that the best work in the schools is done in the First grade, or beginners' classes, and the Eighth grade, or class below the High School.

The most unsatisfactory work is to be found in the Second, Fourth, Fifth and Sixth grades, although many of the

strongest individual teachers in the city are to be found scattered through these grades.

The work of the Superintendent needs supplementing. I am of the opinion that if two competent teachers, with the requisite qualifications, were appointed—the one to work directly with the Second grade teachers, the other with the Sixth grade teachers—that the results would be immediately felt throughout the schools. Under the present organization such an arrangement would be more effective than the Supervising Principal plan used to some extent elsewhere.

One of the latest developments in human beings is the faculty of judgment. It is not strange therefore that teachers should at times be afflicted with weakness in that respect.

One of the surest marks of strength in a teacher is her clear vision of essentials and non-essentials in Course of Study requirements.

If a Course of Study is constructed upon proper principles, it will be spiral in its development, and recur back, again and again, to the same subject, that the grasp over the different essential elements may be tightened, and the general vision broadened by a later contact.

In the earlier grades the essential elements are first reading, and second numbers; and it would be manifestly improper to force a boy who was older than his followers, and who was up to the mark in the essential elements, to go over the work again because he had failed in drawing and music. It is almost as bad in the Fourth grade to keep a pupil back who has passed in arithmetic, reading and spelling, but has fallen considerably below in geography. Because if the child goes on, his geographical work will be strengthened by its recurrence in the larger book, and his lack of intimate acquaintance with the half year's work in the small geography

will not affect, even in a remote degree, the character of the work to be performed in the last half of the year.

If the pupil can not read sufficiently well, however, he should not go on, because all the work which follows depends upon the work which he is trying to do now. In a measure this is also true of arithmetic; for if a child can not add, subtract, multiply and divide accurately and rapidly, it is of little use for him to attempt higher work.

There are certain places, however, where even weakness in arithmetic ought not to be overbalanced against extra good standing in the other branches. Perhaps the Fifth grade is one of the least important grades in the Course, when we measure it by the best test, that of its relation to the work that has gone before and is to come after it.

In arithmetic, in this grade, the work is common fractions, decimals and denominate numbers, in the smaller arithmetic, and these same subjects are taken up in the Sixth grade and gone over again, so that by individualizing instruction again it is very easy to bring up a pupil in his back work.

In geography, the pupil finishes the smaller geography—but in the beginning of the Sixth grade the large geography is taken up, and the whole work gone over again.

In language work, the Fifth grade work is supplemented in the Sixth grade by the small grammar, which is begun at that time.

Therefore, if a pupil can read intelligently and intelligibly, and is eleven years of age, he would not lose very much if he did fail in some branch of the Fifth grade work, and was allowed to go on into the Sixth grade notwithstanding.

It is very different, however, in the beginning of the Sixth grade. Here, common fractions and decimals are completed. If these are not thoroughly grasped by the child, it

is waste of time for him to go on until he does understand them.

This is also true of grammar in this grade, but not to so great an extent, because the work is again supplemented by the taking up of the advanced grammar in the next year.

It is, however, not nearly so necessary that the pupil shall thoroughly grasp the studies of the last half of the sixth year in arithmetic and grammar, because these studies, denominate numbers and the latter part of the primary grammar, are not directly related to the work which follows in the next year.

It is this conception of the relation between different parts of the Course of Study, together with the power of individualizing the work of pupils which distinguishes the really able teacher from the common place.

The failure to comprehend this principle is very damaging to the work and organization of a school. The children in such a school are crystallized into set forms and move on, keeping time with all the regularity of a machine, without regard to the ability or non-ability of the pupils, or the character of the ground being traversed.

The results are analogous to those that would come to the driver of a spirited horse, if he would push his horse with the same speed up hill and down hill, that he does on level ground.

To obviate some of these difficulties, an ungraded school was established in the latter part of the year, and the older pupils who were not making satisfactory progress in their studies, and who were in classes unsuited to their years were, with the consent of their parents, taken out of their respective schools and sent to this ungraded school.

Twenty pupils, all boys, attended this school for nearly three months, and the indications are that the coming year the new department will be a valuable adjunct to the system.

Of course, in an ideal school system such a school would be unnecessary, and in systems like those of Indianapolis, Chicago and St. Louis, where the weaknesses resulting from lack of special promotions of pupils have been made the subjects of special study, neither the ungraded school nor the summer school has any special reason for existence.

It is to be hoped that the summer school for pupils in the grades, which is a snare and a delusion, will disappear when we understand freely the needs of the individuals in our schools, and learn to handle the special promotion of pupils with wisdom and tact.

In the promotion of a pupil to a higher class there are but two questions to be asked: Is he of sufficient maturity, and does he know enough of the past work to pursue his studies with profit to himself?

EVENING CLASSES.

The necessity of providing means for the education of young people who through force of circumstances have not had the advantage of schools, and who are now employed during the day, is recognized by all thoughtful people.

It is conceded, that as a rule, the results accruing from these schools are not adequate to the outlay. But the success that has attended the evening schools in some eastern cities, would indicate that we have failed because we have not given proper attention to the problem.

An evening school for adults and children who by reason of their contact with the world are prematurely mature, is an essentially different organism from the day school.

The individual pupils require much different treatment and the methods of teaching should be radically different.

If these young people attend school for a few evenings and imagine that the teacher is not giving them the right kind of help, they soon leave the school entirely.

The Course of Study should be a topical one and should deal only with the essential elements—in the main each pupil over sixteen years of age attends this school, because he has ascertained in his daily work that he can not pursue his calling to the best advantage without being educated in this particular line. An effort should be made therefore, while putting forth general efforts in the common branches, to give each individual the specific help that he needs.

This requires a high order of teaching and an intimate acquaintance with the practical side of life.

Four schools were established last winter, two at the Hartman, and two at the Long Schools. Three of these rooms were handled with a high order of ability and the results, judging by the way the attendance kept up, were commendable.

Two hundred and forty-six were enrolled and the average daily attendance was one hundred and one.

SCHOOL SAVINGS BANKS.

Early in 1890, the Board of Education by resolution established the School Savings Banks as a part of our School System. In this resolution the Globe Loan & Trust Company Savings Bank of this City was designated as the depository for these Banks and authorized to have charge of their management.

May 20, 1890, was set for receiving the first deposits. Under the somewhat unfavorable circumstances, the idea being new and not yet understood either by the teachers, parents or pupils, the first results were satisfactory. Out of this lack of familiarity with and knowledge of the system and an erroneous belief on the part of some of the teachers, that its operation would entail undue demand upon their already limited time, arose a silent opposition at the outset.

However, after the teachers were furnished full and carefully prepared printed information by the Bank in charge, and after the little friction incidental to the introduction of any new and advanced idea had worn away, much if not, indeed, all of this objection to the system was removed; so that at the time of this report not only do the majority of the teachers and parents seem to enter into full sympathy with the system, but many of its opponents at that time, may now be found among its friends.

A careful study of the system, its history, its practical bearings, and the apparent good it is working out in our midst will confirm its aforementioned new friends in their position.

The Bank in charge has always shown a readiness to patiently explain the plan of the system and is prepared to submit to the teachers, pupils, and parents at any time a statement of the condition of this department. It has already issued and freely circulated much printed matter relating to its various phases, so that a discussion of its merits is here unnecessary.

The following brief items of statistics will show some results and much can be learned from them. The time represented is from May 20th, 1890, the date of its introduction in Omaha to August 31st, 1892:

Total number of pupils who have opened accounts	
Total amount deposited.....	\$17,110.19
Total amount withdrawn.....	8,905.67
Balance to credit of pupils.....	\$7,294.52
Total interest earned and paid to July 1, 1892.....	363.88

It is noteworthy that the most interest in the system is to be found among the pupils of the poorer sections of the city and these schools show a larger aggregate Savings than those in other communities.

The School Savings Banks are doing much to counteract the home influence of shiftlessness to which some of our school population are unfortunately subjected.

The School Savings System of Omaha is in all its essential features the same as that which has been practiced in Europe since about 1860. Its progress has been steady and regular until it is now in operation in over 100,000 schools in Germany, Denmark, England, Belgium, France and in both the Americas. It has also grown in popular favor during these years until many of our greatest scholars and most eminent men, including Gladstone, have become its patrons, and until there may now be found among its earnest advocates many of the leading secular and religious journals of the world.

It was first introduced into the United States at Long Island City, New York, by Hon. J. H. Thiry, School Commissioner in the year 1885. To Mr. Thiry is due much of the credit for the successful extension of the system in this country. From Long Island City the system has reached out east and west, from Maine to California, until its influence is felt in nearly every quarter of the Union. It is in successful operation at this date in the Schools of several towns in Nebraska, including besides Omaha and South Omaha, McCook, Guide Rock, Juniata, Schuyler, Beatrice and Lincoln.

In the United States, up to January 1st of this year, there were 1440 School Savings Banks with 27,430 depositors out of a school enrollment of 72,562. The pupils had deposited up to that time the total sum of \$270,428.76, of which \$133,913.75 had been withdrawn, leaving a balance to their credit of \$136,515.01.

I am greatly indebted to the members of the Board individually and collectively for wise counsel and hearty support; to them and to the citizens of Omaha, who, by their liberality have made good schools possible I desire to return my special thanks.

Respectfully submitted,

FRANK A. FITZPATRICK,

Superintendent, Schools.

TABLE I.—A Comparative Statement of the Principal Items of Expense for Eleven Years.

YEARS.....	1881-82	1882-83	1883-84	1884-85	1885-86	1886-87	1887-88	1888-89	1889-90	1890-91	1891-92
Teachers' Salrs	43799.55	52123.23	65036.91	*113343.93	99646.85	117610.70	160370.52	194456.66	208146.12	218977.08	226636.86
Janitors' "	3937.00	4741.60	6327.50	10035.84	9048.50	11808.00	22461.12	28602.53	30445.15	32674.21	33318.40
Officers' "	566.66	600.00	933.31	1291.63	1500.00	1375.00	2985.93	3882.33	4512.33	4557.00	4070.00
Repairs.....	2679.33	3872.57	14714.57	6211.72	7746.52	13629.47	20707.25	17750.16	17117.63	12600.08	8875.59
Rep. H't'g App.	000.00	000.00	000.00	000.00	.....	000.00	00000.00	000.00	2497.52	2410.40	3353.62
" W't'r Ser.	000.00	000.00	000.00	000.00	000.00	000.00	00000.00	000.00	1059.50	1614.57	373.95
Text Books, &c	433.24	588.65	322.78	1003.13	4391.58	13184.93	11120.10	6201.40	4839.67	6188.56	7860.49
Stationery.....	.....	.....	.....	307.75	350.57	416.40	4340.89	4744.40	4363.38	5547.82	4110.99
Supplies.....	415.67	510.88	718.66	1618.94	1858.23	4286.21	4232.88	1695.71	2028.73	1444.87	1972.34
Rent.....	666.71	1255.83	1841.00	1867.50	2392.50	1721.00	6253.62	6650.73	5276.13	6387.49	5804.60
Furniture.....	1552.35	3680.50	3918.80	2606.45	4588.38	3606.35	10915.91	13882.55	2721.50	2438.19	4009.58
Construction ..	4988.85	17448.62	38499.33	14241.21	42735.78	57337.86	75667.32	18551.31	2298.52	4780.42	20157.23
Improvements.	1111.70	8679.15	3538.58	26717.71	6701.66	18725.28	19222.27	8038.61	6205.48	7176.14	7176.14
Interest.	15000.00	15000.00	15000.00	20000.00	15000.00	5000.00	10569.14	15874.77	15330.64	15034.09	20055.70
Elections.	000.00	000.00	000.00	000.00	000.00	000.00	270.00	1710.10	2254.73	00000.00	6585.42
Special Taxes..	35.60	314.50	457.51	7450.01	2068.35	4402.03	2257.98	7589.49	1944.65	5273.91	1385.11
School Sites...	000.00	2000.00	9375.00	6075.00	17500.00	34000.00	46607.33	8200.82	1000.00	3749.75	6000.00
Fuel.....	4198.43	5128.10	5604.80	7346.70	7728.27	7708.67	12193.12	14035.20	12535.28	12233.87	14911.78

*Included in Text Books, etc.

†Repairs to Heating Apparatus and Water Service are included in General Repairs up to 1889.

*Expenditures for 1884-85 for fifteen months instead of twelve months.

TABLE II.—Showing Growth of the Schools During the Last Ten Years.

YEARS.....	1881-82	1882-83	1883-84	1884-85	1885-86	1886-87	1887-88	1888-89	1889-90	1890-91	1891-92
School population.....	8,104	8,921	10,367	11,202	11,831	16,497	19,260	20,243	24,520	27,281	26,663
Number pupils enrolled.....	4,550	5,261	5,876	6,273	6,868	8,283	10,961	12,498	13,279	14,093	14,625
Average No. pupils belonging..	3,169	3,907	4,127	4,528	4,995	5,687	7,587	8,809	9,629	10,315	10,900
" daily attendance.....	2,900	3,589	3,845	4,253	4,699	5,371	7,134	8,363	9,094	9,714	10,379
Number of Teachers.....	66	88	112	118	138	158	217	258	283	291	295

TABLE III.

A Comparative Statement from the Official Reports on the main items of Attendance for a period of Twenty Years.

YEARS	No. of Seats	School Population	No. of Pupils Registered	Average Number Belonging	Average Daily Attendance	No. of Teachers	Average No. of Pupils to each Teacher
1872-73	1707	3724	2229	1437	1290	38	34
1873-74	1659	4019	2426	1667	1542	41	38
1874-75	1659	4138	2496	1614	1507	42	37
1875-76	1755	4572	2592	1830	1677	44	40
1876-77	2268	4753	2913	2061	1906	47	41
1877-78	2308	5336	2924	1924	1810	44	41
1878-79	....	....	....	....	....	51	..
1879-80	....	7381	3033	....	....	59	..
1880-81	....	8407	3799	....	....	60	..
1881-82	..	8104	4550	3169	2900	66	45
1882-83	4357	8921	5261	3907	3589	88	38
1883-84	5166	10367	5876	4127	3846	102	38
1884-85	5558	11202	6273	4528	4253	118	36
1885-86	6290	11831	6868	4995	4699	138	34
1886-87	7027	16497	8283	5687	5371	158	34
1887-88	9541	19270	10961	7587	7134	217	32
1888-89	10855	20243	12498	8809	8363	258	32
1889-90	13882	24520	13279	9629	9094	283	32
1890-91	11792	27281	14093	10315	9714	291	33
1891-92	12140	26663	14625	10900	10379	295	35

TABLE IV.

Showing the Total Principal Items of Expense in each Year for a Period of Twenty Years.

YEAR	Construction		Improvements		Interest		Sites		Total, Sites, Improvements, Interest and Sites		Total of Ordinary School Expenses		Total Expenditure	
1872-73	35198	50	3387	33	15941	40	00000	00	54507	23	20242	72	74749	95
1873-74	00000	00	0000	00	15323	24	5000	00	20323	24	42973	35	63296	49
1874-75	00000	00	0000	00	15151	80	0000	00	15151	80	58126	65	73278	45
1875-76	8179	86	0000	00	15000	00	750	00	23929	86	52136	52	76066	38
1876-77	8872	14	3984	91	15000	00	0000	00	27857	05	53623	09	81485	14
1877-78	0000	00	2212	83	15000	00	00000	00	18212	83	44524	68	61737	51
1878-79	0000	00	119	70	15071	25	00000	00	15190	95	46203	65	61394	60
1879-80	2607	29	2531	00	15267	76	3600	00	54006	05	56098	44	80104	49
1880-81	8843	25	1059	67	15000	00	0000	00	24902	92	63323	13	88226	05
1881-82	4988	85	1111	70	15000	00	0000	00	21100	55	70148	55	91249	10
1882-83	17448	62	8979	15	15000	00	2000	00	43427	77	87750	63	131178	40
1883-84	38499	33	3538	48	15000	00	9375	00	66412	81	129529	27	195942	08
1884-85	14241	21	22368	03	20000	00	6075	00	62684	24	179872	96	242557	20
1885-86	42735	78	26717	71	15000	00	17500	00	101953	49	158394	56	260348	05
1886-87	57337	86	6701	66	50.00	00	34000	00	103039	52	199522	42	302561	94
1887-88	75667	32	18725	28	10569	14	46607	33	151569	07	296547	18	448116	25
1888-89	18551	31	19222	27	15874	77	8200	82	61849	17	305710	38	367559	55
1889-90	2298	52	8038	61	15330	64	1000	00	26667	78	311946	80	338614	57
1890-91	4780	43	6205	48	15034	09	3748	75	29769	74	323014	07	352783	81
1891-92	20157	23	7176	14	20055	70	6000	00	53389	07	333730	17	387119	24

TABLE V.

Showing the Number of Pupils in Each Grade after the June Examination.

SCHOOLS	Class	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Total, A and B	Grand Total
Ambler.....	A	1	7	0	2	1	9	7	4	31	...
	B	0	0	9	7	11	7	0	4	38	69
Bancroft.....	A	20	25	0	28	15	15	1	15	119	...
	B	26	21	16	13	0	12	9	0	97	216
Cass.....	A	25	29	20	19	12	18	20	8	151	...
	B	27	24	33	22	9	15	20	6	156	307
Castellar.....	A	30	64	65	76	15	1	16	9	276	...
	B	51	23	32	40	16	27	0	3	192	468
Center.....	A	21	31	22	19	28	6	4	0	131	...
	B	42	27	20	23	19	7	21	0	159	290
Central.....	A	9	37	38	25	22	16	11	26	184	...
	B	24	12	12	29	15	20	4	8	224	408
Central Park.....	A	28	21	0	13	0	0	0	0	62	...
	B	9	21	23	13	29	17	8	0	120	182
Clifton Hill.....	A	22	29	16	14	...	...	...	...	81	...
	B	28	15	12	9	...	...	...	...	64	145
Davenport.....	A	0	0	16	0	23	00	17	0	56	...
	B	24	35	8	8	0	11	0	3	89	145
Dodge.....	A	19	44	31	21	15	17	...	...	147	...
	B	30	19	19	22	0	0	...	...	90	237
Dupont.....	A	22	29	26	22	14	1	0	...	114	...
	Ad	15	...	...	...	...	...	...	...	...	...
	B	19	26	18	19	13	12	2	...	124	238
Eckerman.....	A	0	3	0	4	5	0	...	...	12	...
	B	2	0	2	0	0	1	...	...	1	17
Farnam.....	C	13	...	...	...	...	...	...	...	...	...
	A	9	36	46	15	35	25	26	24	229	...
	B	26	23	32	39	19	17	8	0	164	393
Forest.....	A	42	20	15	14	0	0	...	...	49	...
	B	3	19	14	14	9	19	...	...	68	159
Fort Omaha.....	A	8	6	0	...	...	...	...	...	14	...
	B	11	7	10	...	...	...	...	...	28	42
Franklin.....	A	3	30	22	13	0	14	...	...	82	...
	B	45	16	15	16	1	0	...	...	93	175
Gibson.....	A	1	3	2	...	...	...	...	...	6	...
	B	11	11	7	...	...	...	...	...	29	35
Hartman.....	A	65	44	47	39	42	13	15	16	281	...
	B	85	45	27	38	16	2	0	0	213	494

TABLE V.—CONTINUED.

SCHOOL	Class	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Total, A and B	Grand Total
Hickory.....	{ A	42	70	13	14	...	...	...	...	139	...
	{ B	12	40	24	0	...	...	...	...	76	215
	{ C	20	...	...	...	...	...	...	...	...	...
Izard.....	{ A	26	33	27	...	...	...	...	...	106	...
	{ B	30	28	0	...	...	...	...	...	58	164
	{ A	11	5	...	...	...	...	...	...	16	...
Jackson.....	{ Ad	5	...	...	...	...	...	...	...	...	...
	{ B	7	0	...	...	...	...	...	...	12	28
Kellom.....	{ A	50	41	30	64	47	46	23	21	322	...
	{ B	68	27	51	61	37	21	11	6	282	664
	{ A	56	44	81	73	56	54	22	38	424	...
Lake.....	{ B	32	60	24	42	37	47	28	3	273	697
	{ A	20	21	49	23	16	20	...	...	149	...
Leavenworth.....	{ B	72	29	16	32	16	12	...	...	177	326
	{ A	65	83	46	34	46	20	35	17	346	...
Long.....	{ B	22	37	51	33	33	40	13	9	238	584
	{ A	35	16	26	21	23	26	25	...	172	...
Lothrop.....	{ B	18	32	21	31	14	0	0	...	116	288
	{ A	34	54	54	31	26	31	21	11	262	...
Mason.....	{ B	40	19	27	24	0	15	20	13	158	420
	{ A	6	6	...	...	...	...	...	...	12	...
Monmouth Park.....	{ B	10	14	...	...	...	...	...	...	24	36
	{ C	18	...	...	...	...	...	...	...	...	...
Omaha View.....	{ A	12	24	16	0	35	11	24	6	146	...
	{ B	44	60	17	33	29	17	8	15	222	369
	{ Ad	9	23	...	...	...	...	...	...	...	...
Pacific.....	{ A	21	17	50	35	34	14	13	15	231	...
	{ B	15	28	42	34	21	16	5	5	166	397
	{ A	23	31	37	32	33	21	19	36	232	...
Park.....	{ Ad	18	...	...	...	...	...	...	...	...	...
	{ B	24	46	38	35	31	28	26	2	248	480
	{ A	5	10	...	...	...	...	...	...	15	...
Pleasant.....	{ B	6	13	...	...	...	...	...	...	19	34
	{ A	7	12	20	18	13	29	8	11	118	...
Saratoga.....	{ B	16	16	25	15	2	14	1	2	91	209
	{ A	24	9	8	13	...	...	...	...	54	...
Sherman.....	{ B	8	8	0	3	...	...	...	...	19	73
	{ A	9	2	0	13	0	0	...	...	24	...
Vinton.....	{ B	11	18	16	0	0	10	...	...	55	79
	{ A	37	33	38	23	32	23	13	10	209	...
Walnut Hill.....	{ B	32	23	22	28	26	24	6	6	167	376
	{ A	13	46	54	40	27	14	6	0	200	...
Webster.....	{ B	46	36	34	45	25	26	0	2	214	414
	{ A	13	0	26	17	0	0	...	...	56	...
West Omaha.....	{ B	21	17	11	16	21	15	...	...	101	157
	{ A	10	0	6	10	7	...	...	...	33	...
West Side.....	{ B	11	10	8	0	0	...	...	...	29	62

TABLE VI.

Showing the Number 8 Years Old, but not 14, who have Attended School 60 Days or more this School Year.

SCHOOLS	BOYS	GIRLS	TOTAL
High.	23	22	45
Ambler.	14	15	29
Bancroft.	77	80	157
Cass.	106	101	207
Castellar.	145	138	283
Center.	102	122	224
Central.	125	155	280
Central Park.	60	73	133
Clifton Hill.	69	60	129
Davenport.	51	42	93
Dodge.	58	73	131
Dupont.	71	77	148
Eckerman.	2	8	10
Farnam.	144	165	309
Forest.	44	49	93
Fort Omaha.	10	15	25
Franklin.	41	46	87
Gibson.	7	5	12
Hartman.	138	141	279
Hickory.	44	44	88
Izard.	30	20	50
Jackson.	8	8	16
Kellom.	250	212	462
Lake.	253	275	528
Leavenworth.	131	138	269
Long.	183	237	420
Lothrop.	131	99	230
Mason.	109	128	237
Monmouth Park.	6	4	10
Omaha View.	133	115	248
Pacific.	142	159	301
Park.	143	160	303
Pleasant.	0	1	1
Saratoga.	96	72	168
Sherman.	25	19	44
Training.	0	0	0
Ungraded.	7	0	7
Vinton.	40	39	79
Walnut Hill.	126	132	258
Webster.	133	156	289
West Omaha.	61	55	116
West Side.	21	17	38

TABLE VII.

Showing the Number of cases of Tardiness in Schools during the Year 1891-92.

SCHOOLS	BOYS OUT	GIRLS OUT	TOTAL
High.....	413	936	1,349
Ambler.....	35	34	69
Bancroft.....	195	159	354
Cass.....	260	210	470
Castellar.....	152	111	263
Center.....	122	149	271
Central.....	140	62	202
Central Park.....	...	...	130
Clifton Hill.....	111	87	198
Davenport.....	91	75	166
Dodge.....	341	384	725
Dupont.....	85	85	170
Eckerman.....	19	24	43
Farnam.....	294	240	534
Forest.....	207	146	353
Fort Omaha.....	51	64	115
Franklin.....	157	124	281
Gibson.....	12	30	42
Hartman.....	332	261	593
Hickory.....	226	137	363
Izard.....	171	48	219
Jackson.....	29	20	49
Kellom.....	409	361	770
Lake.....	329	241	570
Leavenworth.....	355	215	570
Long.....	235	200	435
Lothrop.....	239	230	469
Mason.....	466	227	693
Monmouth Park.....	18	7	25
Omaha View.....	115	72	187
Pacific.....	359	192	551
Park.....	311	204	515
Pleasant.....	26	26	52
Saratoga.....	94	45	139
Sherman.....	85	66	151
Training.....	0	9	9
Ungraded.....	26	0	26
Vinton.....	53	59	112
Walnut Hill.....	134	128	262
Webster.....	90	61	151
West Omaha.....	171	84	255
West Side.....	59	58	117

TABLE VIII.

Showing the whole Number of Pupils Permanently Withdrawn from School before the Close of the Year.

SCHOOL	Boys	GIRLS	TOTAL
High.....	105	141	246
Ambler.....	15	5	20
Bancroft.....	44	36	80
Cass.....	59	80	139
Castellar.....	70	87	157
Center.....	48	40	88
Central.....	54	67	121
Central Park.....	54	37	91
Clifton Hill.....	9	9	18
Davenport.....	31	23	54
Dodge.....	49	40	89
Dupont.....	51	36	87
Eckerman.....	5	5	10
Farnam.....	61	69	130
Forest.....	30	37	67
Fort Omaha.....	3	8	11
Franklin.....	29	28	57
Gibson.....	6	7	13
Hartman.....	94	75	169
Hickory.....	35	34	69
Izard.....	38	31	69
Jackson.....	17	16	33
Kellom.....	101	103	204
Lake.....	124	122	246
Leavenworth.....	73	90	163
Long.....	98	118	216
Lothrop.....	56	36	92
Mason.....	82	80	162
Monmouth Park.....	3	3	6
Omaha View.....	67	44	111
Pacific.....	98	88	186
Park.....	50	48	98
Pleasant.....	6	6	12
Saratoga.....	37	30	67
Sherman.....	20	7	27
Training.....	0	8	8
Ungraded.....	7	0	7
Vinton.....	17	19	36
Walnut Hill.....	62	86	148
Webster.....	42	66	108
West Omaha.....	20	13	33
West Side.....	8	11	19

TABLE IX.

Showing the Average Daily Attendance in all the Schools for the Year 1891-92.

SCHOOLS	BOYS	GIRLS	TOTAL
High.....	211.7	359.7	571.4
Ambler.....	19.8	16.8	36.6
Bancroft.....	110.0	104.7	214.7
Cass.....	160.6	147.8	308.4
Castellar.....	.....	.....	442.9
Center.....	131.3	146.7	278.0
Central.....	157.4	169.2	326.6
Central Park.....	75.1	.....	178.9
Clifton Hill.....	62.7	53.7	116.4
Davenport.....	75.1	70.9	146.0
Dodge.....	118.2	110.0	228.2
Dupont.....	106.9	110.4	217.3
Eckerman.....	6.0	11.2	17.2
Farnam.....	191.2	215.1	406.3
Forest.....	84.4	70.2	154.6
Fort Omaha.....	19.4	17.7	37.1
Franklin.....	78.6	78.2	156.8
Gibson.....	16.5	14.3	30.8
Hartman.....	215.5	233.7	449.2
Hickory.....	93.4	93.5	186.9
Izard.....	88.4	64.1	152.5
Jackson.....	16.1	16.6	32.7
Kellom.....	279.7	290.8	570.5
Lake.....	328.0	357.5	685.5
Leavenworth.....	176.1	149.6	325.7
Long.....	259.6	344.1	603.7
Lothrop.....	123.0	135.2	258.2
Mason.....	209.0	233.4	442.4
Monmouth Park.....	11.4	9.7	21.1
Omaha View.....	175.9	163.0	338.9
Pacific.....	204.9	222.5	427.4
Park.....	228.0	240.6	468.6
Pleasant.....	14.9	12.8	27.7
Saratoga.....	121.1	91.8	212.9
Sherman.....	36.6	24.6	61.2
Training.....	1.0	18.4	19.4
Ungraded.....	10.0	00.0	10.0
Vinton.....	50.0	44.2	94.2
Walnut Hill.....	200.8	197.7	398.5
Webster.....	213.8	203.9	417.7
West Omaha.....	76.6	68.5	145.1
West Side.....	32.5	22.2	54.7

TABLE X.

Showing the Number of Pupils Registered in the High School Grades and the Average age of Each Grade.

SCHOOLS	12TH GRADE		11TH GRADE		10TH GRADE		9TH GRADE		Whole Number Registered in High School Grades	Average Age
	No. Registered	Average Age	No. Registered	Average Age	No. Registered	Average Age	No. Registered	Average Age		
High School.....	82	17.4	89	16.6	156	15.6	420	15.1	747	15.7

TABLE XI.

Showing the Number Registered, and the Number Remaining at the Close of the Year in the Several Grades.

GRADES	NUMBER REGISTERED	NUMBER REMAINING
Twelfth.....	82	74
Eleventh.....	89	66
Tenth.....	156	114
Ninth.....	420	247
Eighth.....	537	399
Seventh.....	694	488
Sixth.....	1,074	736
Fifth.....	1,265	926
Fourth.....	2,034	1,511
Third.....	1,986	1,492
Second.....	2,329	1,808
First.....	3,816	2,852
Training and Ungraded..	43	45
Evening School.....	241	101
Total.....	14,766	10,869

TABLE XII.

Showing the Average Number of Pupils Belonging to the Schools for the Year 1891-92.

SCHOOL	TOTAL
High.....	602.8
Ambler.....	39.8
Bancroft.....	229.0
Cass.....	325.2
Castellar.....	467.9
Center.....	294.0
Central.....	346.2
Central Park.....	191.4
Clifton Hill.....	124.5
Davenport.....	154.1
Dodge.....	242.8
Dupont.....	233.1
Eckerman.....	18.3
Farnam.....	426.4
Forest.....	167.5
Fort Omaha.....	40.7
Franklin.....	166.8
Gibson.....	33.3
Hartman.....	482.9
Hickory.....	205.0
Izard.....	164.3
Jackson.....	35.8
Kellom.....	603.9
Lake.....	724.4
Leavenworth.....	350.3
Long.....	637.6
Lothrop.....	272.9
Mason.....	470.5
Monmouth Park.....	23.3
Omaha View.....	359.4
Pacific.....	459.1
Park.....	490.9
Pleasant.....	29.2
Saratoga.....	226.7
Sherman.....	65.0
Training.....	20.4
Ungraded.....	11.0
Vinton.....	99.6
Walnut Hill.....	419.8
Webster.....	431.3
West Omaha.....	153.5
West Side.....	59.2

TABLE XIII.

Showing the Enumeration of Omaha School Youth According to Census.

WARDS	1891			1892		
	Males	Females	Total	Male	Females	Total
First.....	1327	1419	2746	1420	1595	3015
Second.....	2221	1946	4167	2362	2086	4448
Third.....	1521	1501	3022	1692	1579	3271
Fourth.....	1180	1525	2705	1563	1533	3096
Fifth.....	1058	1086	2144	1404	1411	2815
Sixth.....	1990	1962	3952	1892	2139	4031
Seventh....	1353	1398	2751	1060	1151	2211
Eighth.....	955	1057	2012	911	1025	1936
Ninth.....	1933	1849	3782	923	1007	1930
Total...	13538	13743	27281	13227	13526	26753

TABLE XIV.

Showing the Number of Colored Pupils Enrolled in the Schools during the Year 1891-92.

SCHOOLS	BOYS	GIRLS	TOTAL
High	3	9	12
Ambler	0	0	0
Bancroft	5	2	7
Cass	23	23	46
Castellar	5	18	23
Center	0	1	1
Central	2	6	8
Central Park	0	1	1
Clifton Hill	3	3	6
Davenport	0	0	0
Dodge	23	28	51
Dupont	0	2	2
Eckerman	0	0	0
Farnam	17	13	30
Forest	0	0	0
Fort Omaha	0	0	0
Franklin	3	6	9
Gibson	0	0	0
Hartman	8	9	17
Hickory	0	0	0
Izard	7	4	11
Jackson	4	6	10
Kellom	20	25	45
Lake	10	9	19
Leavenworth	0	0	0
Long	11	21	32
Lothrop	0	1	1
Mason	2	4	6
Monmouth Park	0	0	0
Omaha View	7	5	12
Pacific	11	10	21
Park	0	0	0
Pleasant	1	1	2
Saratoga	2	2	4
Sherman	0	0	0
Training	0	0	0
Ungraded	1	0	1
Vinton	0	0	0
Walnut Hill	1	4	5
Webster	6	6	12
West Omaha	0	0	0
West Side	0	0	0

TABLE XV.

Showing the Nativity of the Parents.

SCHOOLS	Omaha	Nebraska Out- side of Omaha	Other States than Nebraska	British America	Great Britain	Ireland	Germany	Bohemia	Sweden	Denmark	Norway	Russia	All Other Countries	Total
High School....	0	3	502	23	36	30	62	6	32	12	3	0	38	747
Ambler.....	0	0	44	0	11	9	3	0	5	7	0	0	0	70
Bancroft.....	1	13	165	8	12	16	31	24	7	8	0	4	6	305
Cass.....	4	1	283	8	32	37	33	1	23	3	3	7	67	462
Castellar.....	3	16	272	10	32	13	100	51	65	50	2	1	9	625
Center.....	5	2	111	6	12	15	71	36	21	4	9	55	31	378
Central.....	2	1	311	10	28	13	40	3	11	2	0	0	23	454
Central Park....	2	0	181	8	11	11	28	2	10	6	2	0	12	273
Clifton Hill....	1	2	113	0	4	2	15	0	9	11	3	0	3	163
Davenport.....	2	3	122	18	14	13	25	6	4	9	2	0	0	209
Dodge.....	2	7	129	1	4	21	34	0	10	4	0	7	40	329
Dupont.....	1	2	96	2	6	12	94	35	22	28	4	9	11	325
Eckerman.....	1	0	18	0	4	0	3	0	1	0	0	0	0	27
Farnam.....	3	4	367	20	18	23	48	9	42	10	0	5	7	547
Forest.....	0	2	33	0	2	2	66	51	9	40	12	0	10	226
Fort Omaha....	0	2	21	0	1	14	12	0	1	0	0	0	2	53
Franklin.....	0	3	116	11	10	10	18	6	15	37	5	0	1	232
Gibson.....	0	0	20	1	1	0	8	15	1	1	0	0	0	47
Hartman.....	2	7	124	4	7	28	107	310	11	12	2	3	44	661
Hickory.....	1	0	59	0	4	9	116	22	26	31	10	1	6	285
Izard.....	5	4	128	8	11	6	20	2	16	10	4	6	7	227
Jackson.....	0	0	37	3	1	2	2	1	1	0	3	0	11	61
Kellom.....	3	48	419	25	88	32	51	9	38	65	15	1	10	818
Lake.....	2	7	672	25	77	21	83	3	24	57	2	0	8	981
Long.....	4	0	262	14	18	14	90	13	28	8	8	12	17	489
Leavenworth...	5	2	528	33	69	16	55	0	36	64	8	2	16	834
Lothrop.....	1	0	276	12	25	2	25	3	12	6	0	1	4	367
Mason.....	0	4	265	13	47	11	113	12	63	39	7	0	34	608
Monmouth Park	0	2	33	0	1	1	2	0	3	0	0	0	0	42
Omaha View...	2	8	295	8	25	18	31	4	32	22	5	9	21	480
Pacific.....	7	11	230	13	16	36	121	45	40	61	0	13	35	628
Park.....	1	27	428	18	21	17	42	10	23	11	3	0	1	602
Pleasant.....	0	2	28	0	2	2	8	0	1	1	0	0	0	44
Saratoga.....	1	0	177	5	25	18	33	5	6	11	1	0	0	282
Sherman.....	0	10	33	1	0	8	25	2	8	2	11	0	0	100
Training.....	0	0	11	1	7	3	0	0	1	1	0	0	1	25
Ungraded.....	0	0	4	2	1	2	1	0	0	0	0	0	8	18
Vinton.....	0	18	43	5	7	6	44	5	1	7	0	0	3	139
Walnut Hill....	0	2	343	42	35	20	36	1	32	31	2	1	11	556
Webster.....	1	1	240	12	29	9	52	5	85	87	6	2	6	535
West Omaha...	4	0	117	3	17	3	23	0	3	12	1	0	7	190
West Side.....	0	0	39	0	3	1	11	2	7	16	1	1	0	81
Total.....	66	214	7697	373	784	528	782	690	796	777	134	224	470	14625

TABLE XVI.

*Showing the Whole Number of Pupils Registered in the Schools from
September 1, 1891 to June 30, 1892.*

SCHOOLS	BOYS	GIRLS	TOTAL
High.....	282	465	747
Ambler.....	34	36	70
Bancroft.....	163	142	305
Cass.....	231	231	462
Castellar.....	293	332	625
Center.....	181	197	378
Central.....	218	236	454
Central Park.....	124	149	273
Clifton Hill.....	90	73	163
Davenport.....	113	96	209
Dodge.....	169	160	329
Dupont.....	156	169	325
Eckerman.....	11	16	27
Farnam.....	260	287	547
Forest.....	124	102	226
Fort Omaha.....	26	27	53
Franklin.....	116	116	232
Gibson.....	23	24	47
Hartman.....	322	339	661
Hickory.....	142	143	285
Izard.....	131	96	227
Jackson.....	31	30	61
Kellom.....	397	421	818
Lake.....	472	509	981
Leavenworth.....	248	241	489
Loug.....	363	471	834
Lothrop.....	182	185	367
Mason.....	287	321	608
Monmouth Park.....	22	20	42
Omaha View.....	251	229	480
Pacific.....	310	318	628
Park.....	293	309	602
Pleasant.....	23	21	44
Saratoga.....	151	131	282
Sherman.....	59	41	100
Training.....	1	24	25
Ungraded.....	18	00	18
Vinton.....	69	70	139
Walnut Hill.....	272	284	556
Webster.....	265	270	535
West Omaha.....	100	90	190
West Side.....	43	38	81
Evening Schools.....	...	...	241

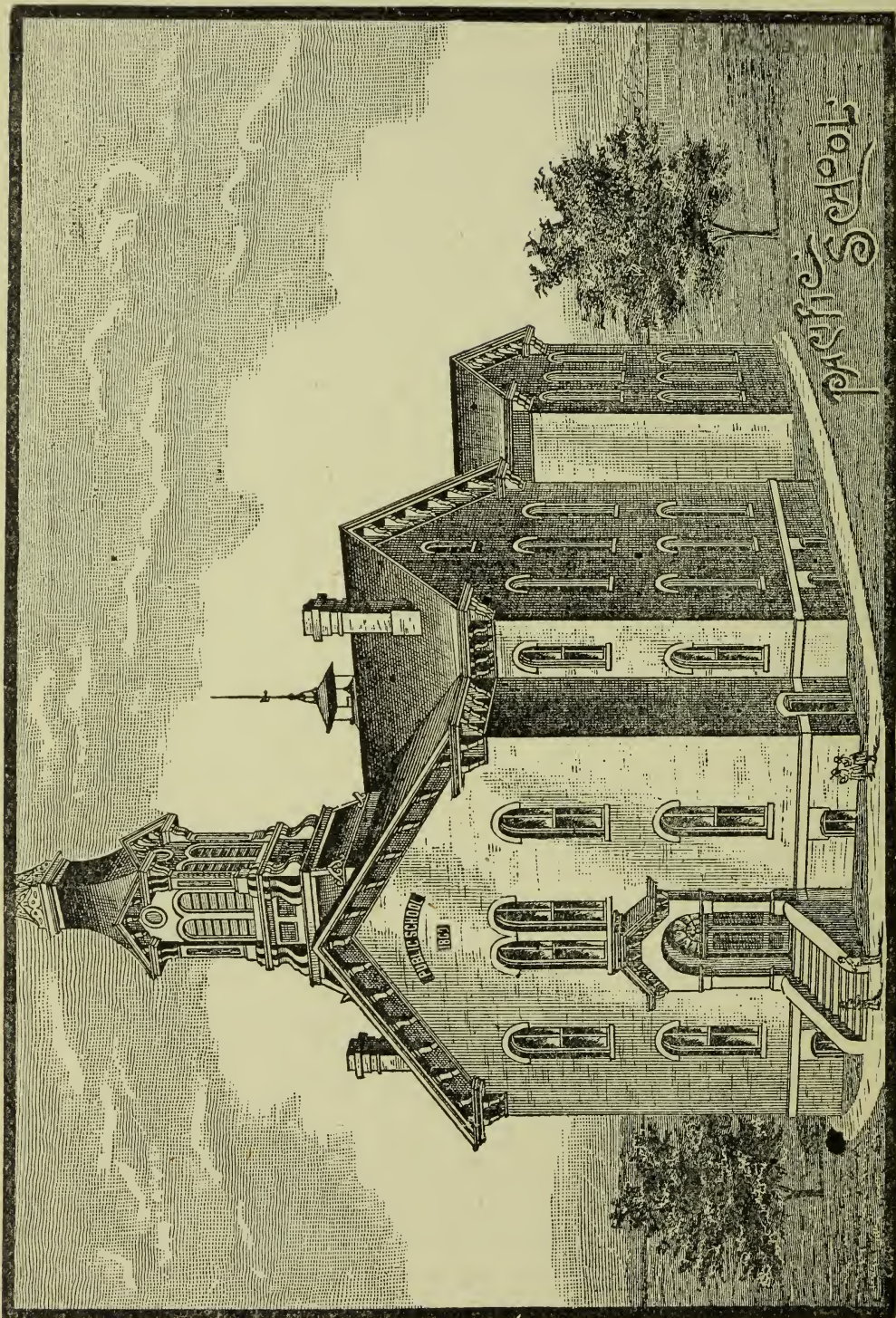


TABLE XVII.

Showing the Number of Pupils Remaining in School at the Close of the Year.

SCHOOLS	BOYS	GIRLS	TOTAL
High.....	177	324	501
Ambler.....	19	31	50
Bancroft.....	119	106	225
Cass.....	172	151	323
Castellar.....	223	245	468
Center.....	133	157	290
Central.....	164	169	333
Central Park.....	70	112	182
Clifton Hill.....	81	64	145
Davenport.....	82	73	155
Dodge.....	120	120	240
Dupont.....	105	133	238
Eckerman.....	6	11	17
Farnam.....	199	218	417
Forest.....	94	65	159
Fort Omaha.....	23	19	42
Frauklin.....	87	88	175
Gibson.....	17	17	34
Hartman.....	228	264	492
Hickory.....	107	109	216
Izard.....	93	65	158
Jackson.....	14	14	28
Kellom.....	296	318	614
Lake.....	348	387	735
Leavenworth.....	175	151	326
Loug.....	265	353	618
Lothrop.....	126	149	275
Mason.....	205	241	446
Monmouth Park.....	19	17	36
Omaha View.....	184	185	369
Pacific.....	212	230	442
Park.....	243	261	504
Pleasant.....	17	15	32
Saratoga.....	114	101	215
Sherman.....	40	33	73
Training.....	1	16	17
Ungraded.....	11	0	11
Vinton.....	52	51	103
Walnut Hill.....	210	198	408
Webster.....	223	204	427
West Omaha.....	80	77	157
West Side.....	35	27	62

TABLE XVIII.

Showing the Nativity of the Pupils in the Public Schools during the Year 1891-2.

SCHOOLS	Omaha	Nebraska Out- side of Omaha	Other States than Nebraska	British America	Great Britain	Ireland	Germany	Bohemia	Sweden	Denmark	Norway	Russia	All Other Countries	Total
High School...	206	82	420	11	4	1	8	2	2	5	1	0	5	747
Ambler.....	21	9	31	0	3	0	1	0	2	3	0	0	0	70
Bancroft.....	109	19	131	2	4	2	16	14	6	2	0	0	0	305
Cass.....	136	29	246	7	5	0	10	1	1	2	1	4	20	462
Castellar.....	227	68	248	4	5	0	13	10	20	24	1	0	5	625
Center.....	172	12	89	2	2	2	16	15	6	2	6	49	5	378
Central... ..	139	26	261	0	4	2	5	3	11	1	0	0	2	454
Central Park..	59	48	151	2	2	1	5	1	0	1	0	0	3	273
Clifton Hill...	47	20	77	0	1	1	7	0	3	5	0	0	2	163
Davenport....	61	20	101	12	4	1	4	2	1	2	1	0	0	209
Dodge.....	74	33	143	2	4	0	5	0	3	0	0	50	15	329
Dupont.....	130	30	84	0	0	3	29	13	10	18	0	1	7	325
Eckerman....	3	7	17	0	0	0	0	0	0	0	0	0	0	27
Farnam.....	169	48	303	5	4	4	3	0	6	2	0	3	0	547
Forest.....	92	11	66	0	0	1	23	13	5	11	0	0	4	226
Fort Omaha..	13	3	37	0	0	0	0	0	0	0	0	0	0	53
Franklin.	91	38	73	8	1	0	8	1	3	7	1	0	1	232
Gibson.....	19	10	10	0	0	0	2	6	0	0	0	0	0	47
Hartman.....	258	64	161	2	0	0	27	126	4	4	2	1	12	661
Hickory.....	144	17	61	1	1	1	39	7	1	9	2	0	2	285
Izard... ..	95	33	91	2	0	0	2	1	2	0	1	0	0	227
Jackson.....	16	3	33	3	2	0	0	0	0	0	0	0	4	61
Kellom.....	258	109	361	25	17	11	3	2	12	14	5	0	1	818
Lake.....	250	124	539	13	15	3	5	0	3	23	2	0	4	981
Leavenworth..	134	63	255	8	4	0	2	3	4	4	4	7	1	489
Long.....	284	70	402	13	21	1	5	0	8	27	0	0	3	834
Lothrop.....	107	44	207	2	4	0	0	0	0	2	0	0	1	367
Mason.....	207	48	280	6	9	0	16	4	10	13	0	0	15	608
Monmouth P'k	14	9	19	0	0	0	0	0	0	0	0	0	0	42
Omaha View..	108	85	245	7	7	0	4	0	8	15	1	0	0	480
Pacific.....	262	34	241	2	3	3	23	20	7	12	5	6	10	628
Park.....	188	48	327	5	1	1	14	3	10	4	1	0	0	602
Pleasant.....	25	0	17	0	0	0	0	0	0	0	0	0	2	44
Saratoga.....	79	63	129	1	2	0	3	2	0	3	0	0	0	282
Sherman.....	33	20	35	0	0	1	5	0	2	4	0	0	0	100
Training.....	11	0	12	1	1	0	0	0	0	0	0	0	0	25
Ungraded	13	0	4	1	0	0	0	0	0	0	0	0	0	18
Vinton.....	59	25	37	1	0	3	6	2	1	5	0	0	0	139
Walnut Hill..	164	70	269	6	18	0	3	0	12	13	0	1	0	556
Webster.....	240	41	209	3	6	1	2	0	19	13	0	0	1	535
West Omaha..	64	24	91	1	2	1	3	0	0	4	0	0	0	190
West Side....	35	5	30	0	1	0	3	0	1	5	0	1	0	81
Total.....	4816	1512	6543	158	157	44	320	251	183	259	34	123	125	14525

TABLE XIX.

Showing the character of the Attendance of Boys and Girls for the Year.

SCHOOL	No. Present the entire Year	No. Present 180 Days but not the Entire Year	No. Present 160 Days but not 180	No. Present 140 Days but not 160	No. Present 120 Days but not 140	No. Present 100 Days but not 120	No. Present 80 Days but not 100	No. Present 60 Days but not 80	No. Present 40 Days but not 60	No. Present 20 Days but not 40	No. Present less than 20 Days	Total No. of Boys and Girls Enrolled
High.....	39	300	131	36	35	27	35	44	37	34	29	747
Ambley.....	0	21	14	4	5	1	3	3	6	7	6	70
Bancroft.....	10	92	64	26	19	12	6	16	30	19	11	305
Cass.....	12	116	87	39	24	28	24	36	39	34	23	462
Castellar.....	20	213	111	41	31	30	28	28	69	41	13	625
Center.....	9	140	75	29	18	13	20	15	34	17	8	378
Central.....	12	135	82	52	40	20	13	14	40	31	15	454
Central Park.....	7	53	64	28	16	23	10	11	25	19	17	273
Clifton Hill.....	2	42	40	18	7	8	12	3	26	3	2	163
Davenport.....	5	64	41	18	15	11	7	11	23	7	7	209
Dodge.....	5	84	75	28	24	18	16	12	32	25	10	329
Dupont.....	6	108	49	20	14	21	13	13	37	26	18	325
Eckerman.....	0	8	4	1	1	4	2	0	3	3	1	27
Farnam.....	37	186	113	36	21	23	30	22	41	25	13	547
Forest.....	4	60	41	21	19	14	12	11	23	12	9	226
Fort Omaha.....	1	7	9	15	6	3	4	3	2	3	0	53
Franklin.....	7	64	48	13	8	18	5	27	25	9	8	232
Gibson.....	0	12	7	9	2	1	2	3	5	5	1	47
Hartman.....	9	221	108	39	37	37	29	31	68	49	33	661
Hickory.....	00	66	67	26	15	12	13	11	37	16	22	285
Izard.....	6	59	45	20	16	10	11	13	22	13	12	227
Jackson.....	1	5	10	3	9	5	5	3	9	6	5	61
Kellom.....	18	237	162	66	61	44	30	35	85	47	33	818
Lake.....	36	297	199	84	58	49	39	31	112	47	29	987
Leavenworth.....	8	138	83	35	34	23	22	21	70	27	28	489
Long.....	17	275	173	65	36	41	41	36	77	41	32	834
Lothrop.....	9	107	73	34	17	25	13	21	34	20	14	367
Mason.....	20	183	142	66	33	29	25	14	33	24	29	608
Monmouth Park.....	0	4	6	2	5	2	5	4	9	2	3	42
Omaha View.....	14	151	101	33	32	29	15	15	44	26	20	480
Pacific.....	8	170	155	41	36	28	32	32	53	47	26	628
Park.....	21	222	143	53	29	17	15	21	50	20	11	602
Pleasant.....	1	12	7	2	1	4	1	1	10	3	2	44
Saratoga.....	13	85	51	37	18	20	12	14	12	14	6	282
Sherman.....	2	20	16	9	6	7	4	7	17	5	7	100
Training.....	3	7	7	1	1	1	0	1	3	0	1	25
Ungraded.....	0	0	2	4	2	0	2	0	2	3	3	18
Vinton.....	2	45	20	14	6	7	6	8	21	6	4	139
Walnut Hill.....	32	142	113	46	25	38	23	23	54	39	21	556
Webster.....	45	216	76	37	34	19	16	15	52	19	6	535
West Omaha.....	3	73	39	9	16	7	5	9	17	7	5	190
West Side.....	0	30	11	6	1	6	6	2	9	2	8	87

TABLE XX.

Showing the Number of Pupils Registered in the Primary Grades and the Average Age in each Grade.

SCHOOLS	4TH GRADE		3D GRADE		2D GRADE		1ST GRADE		Whole Number Regis- tered in Primary Grades
	No. Registered	Average Age	No. Registered	Average Age	No. Registered	Average Age	No. Registered	Average Age	
Ambler.....	12	10.0	12	7.9	6	8.8	14	5.7	44
Bancroft.....	43	10.4	48	9.1	29	8.1	89	6.1	209
Cass.....	56	10.5	58	9.5	87	7.4	127	5.8	328
Castellar.....	79	10.6	131	9.1	108	8.0	188	6.1	506
Center.....	64	10.4	46	9.3	79	8.0	108	6.3	297
Central.....	61	10.2	57	8.9	67	8.2	91	6.4	276
Central Park.....	37	11.3	41	9.3	60	8.5	54	6.0	192
Clifton Hill.....	24	10.2	24	9.9	31	7.9	84	6.0	163
Davenport.....	54	10.7	14	8.1	56	7.3	34	5.9	158
Dodge.....	45	11.0	55	10.1	64	8.1	117	6.7	281
Dupont.....	55	10.8	53	9.2	64	8.7	100	6.1	272
Eckerman.....	9	11.3	7	8.5	00	.0	8	6.5	24
Farnam.....	85	10.0	69	9.2	82	8.1	121	6.1	357
Forest.....	27	10.6	43	9.0	44	7.2	79	5.6	193
Fort Omaha.....	0	00.0	15	9.3	16	8.2	22	6.5	53
Franklin.....	30	10.2	39	9.2	51	7.3	93	5.9	213
Gibson.....	0	00.0	13	8.3	16	7.0	18	5.1	47
Hartman.....	113	10.5	95	9.5	124	8.2	216	6.2	548
Hickory.....	0	00.0	78	9.4	63	7.5	144	6.2	285
Izard.....	0	00.0	0	0.0	76	7.8	151	6.6	227
Jackson.....	0	00.0	0	0.0	9	10.3	52	7.3	61
Kellom.....	154	10.7	151	9.8	66	8.2	185	6.0	556
Lake.....	151	10.3	115	9.0	172	7.5	194	6.0	632
Leavenworth.....	83	11.0	68	10.0	93	8.3	160	6.7	404
Long.....	101	10.3	118	9.4	105	7.7	228	6.3	552
Lothrop.....	69	9.8	58	8.8	68	7.0	93	5.9	288
Mason.....	79	10.1	82	9.0	75	8.9	154	6.1	390
Moumouth Park.....	0	00.0	0	0.0	17	8.0	25	6.0	42
Omaha View.....	78	10.2	35	9.4	91	6.6	119	5.9	323
Pacific.....	107	10.7	82	9.4	112	8.3	152	6.3	453
Park.....	81	9.9	79	8.6	103	7.3	109	5.7	372
Pleasant.....	0	00.0	0	0.0	14	6.7	30	6.1	44
Saratoga.....	47	10.2	48	8.7	36	7.3	41	6.3	172
Sherman.....	24	10.5	12	9.0	25	10.0	39	6.0	100
Vinton.....	36	10.5	26	8.9	19	7.8	44	5.9	125
Walnut Hill.....	87	10.5	63	9.3	70	7.6	140	6.1	360
Webster.....	91	10.5	95	9.2	98	7.5	121	5.9	405
West Omaha.....	41	10.0	42	9.3	20	7.4	41	6.3	144
West Side.....	11	10.2	14	8.7	13	7.6	31	5.8	69

TABLE XXI.

Showing the Number of Pupils Registered in the Grammar Grades and the Average Age in each Grade.

SCHOOLS	8TH GRADE		7TH GRADE		6TH GRADE		5TH GRADE		Whole Number Registered in Grammar Grades
	No. Registered	Average Age	No. Registered	Average Age	No. Registered	Average Age	No. Registered	Average Age	
Ambler.....	5	14.2	0	0	9	13.3	12	10.7	26
Bancroft.....	17	14.8	34	15.4	22	11.7	23	11.0	96
Cass.....	25	14.5	38	13.4	26	12.6	45	12.0	134
Castellar.....	21	14.0	12	13.0	43	12.8	43	11.8	119
Center.....	0	00.0	32	12.3	24	12.7	25	10.5	81
Central.....	38	13.3	39	12.8	46	12.6	55	11.5	178
Central Park.....	0	.0	24	13.8	23	12.9	34	11.7	81
Davenport.....	18	14.1	0	.0	33	12.5	0	.0	51
Dodge.....	0	.0	0	.0	11	14.4	37	12.1	48
Dupont.....	0	.0	10	13.6	21	12.3	22	11.5	53
Eckerman.....	0	.0	1	14.0	2	13.5	00	.0	3
Farnam.....	28	15.6	51	13.4	50	12.3	61	11.3	190
Forest.....	0	.0	0	.0	17	12.3	16	11.1	33
Franklin.....	0	.0	0	.0	0	.0	19	11.3	19
Hartman.....	0	.0	23	13.1	41	12.7	49	11.7	113
Kellom.....	39	14.0	48	13.0	60	12.7	115	11.7	262
Lake.....	54	13.8	90	13.2	85	12.7	120	11.5	349
Leavenworth.....	0	.0	0	.0	26	13.4	59	11.6	85
Long.....	54	14.4	61	13.8	91	12.6	76	11.7	282
Lothrop.....	0	.0	0	.0	29	12.2	50	10.7	79
Mason.....	59	14.2	52	13.4	64	12.9	43	12.2	218
Omaha View.....	24	14.0	29	13.2	59	12.3	45	11.0	157
Pacific.....	38	13.9	32	13.2	51	12.7	54	11.8	175
Park.....	40	14.4	77	13.6	51	12.1	62	11.1	230
Saratoga.....	19	14.5	15	13.7	45	13.4	31	11.5	110
Vinton.....	0	.0	0	.0	14	12.0	0	.0	14
Walnut Hill.....	38	14.6	26	14.3	65	12.5	67	11.8	196
Webster.....	20	14.1	0	.0	45	12.9	65	12.0	130
West Omaha.....	0	.0	0	.0	20	12.9	26	11.8	46
West Side.....	0	.0	0	.0	1	13.0	11	11.4	12

TABLE XXII.

Showing what Per Cent of the Number Belonging were Present in Schools.

SCHOOLS	BOYS	GIRLS	TOTAL
High.....	95.8	94.2	94.8
Ambler.....	93.4	90.3	92.9
Bancroft.....	95.2	94.0	93.8
Cass.....	95.0	94.0	94.5
Castellar.....	.....	.....	94.6
Center.....	94.6	94.5	94.5
Central.....	94.7	94.0	94.2
Central Park.....	.....	.....	94.5
Clifton Hill.....	95.8	93.3	94.5
Davenport.....	97.7	94.5	94.6
Dodge.....	94.0	94.0	93.9
Dupont.....	93.7	92.8	93.2
Eckerman.....	92.3	94.9	93.9
Farnam.....	95.8	94.8	95.3
Forest.....	93.1	92.6	92.3
Fort Omaha.....	93.1	88.3	91.7
Franklin.....	95.0	92.9	94.0
Gibson.....	94.8	90.0	92.5
Hartman.....	93.3	92.7	93.0
Hickory.....	91.3	90.9	92.1
Izard.....	93.0	92.5	92.8
Jackson.....	92.0	90.7	92.3
Kellom.....	94.7	94.2	94.4
Lake.....	95.0	94.2	94.6
Leavenworth.....	93.0	92.8	92.9
Long.....	94.8	94.5	94.6
Lothrop.....	94.2	94.8	94.6
Mason.....	94.1	93.9	94.6
Monmouth Park.....	91.8	89.4	90.6
Omaha View.....	94.8	96.0	94.2
Pacific.....	93.8	92.4	93.0
Park.....	95.7	95.2	95.4
Pleasant.....	.....	.....	94.8
Saratoga.....	89.4	91.4	90.7
Sherman.....	94.3	93.1	93.7
Training.....	100.0	94.9	95.2
Ungraded.....	91.0	90.0	91.0
Vinton.....	95.4	93.6	94.5
Walnut Hill.....	95.4	94.3	94.9
Webster.....	97.3	96.3	96.8
West Omaha.....	95.6	93.3	95.1
West Side.....	93.6	90.6	92.3

TABLE XXIII.

Showing the Averagn Daily Absence in all the Schools for the Year 1891-92.

SCHOOLS	BOYS	GIRLS	TOTAL
High	9.3	22.1	31.4
Ambler.....	1.4	1.8	3.2
Bancroft.....	6.6	7.7	14.3
Cass	7.5	9.3	16.8
Castellar.....	.....	.....	25.0
Center.....	7.5	8.5	16.0
Central.....	8.8	10.8	19.6
Central Park.....	.....	.....	12.5
Clifton Hill.....	4.2	3.9	8.1
Davenport.....	4.3	3.8	8.1
Dodge	7.5	7.1	14.6
Dupont.....	7.2	8.6	15.8
Eckerman .....	.5	.6	1.1
Farnam	8.4	11.7	20.1
Forest.....	7.3	5.6	12.9
Fort Omaha.....	1.3	2.3	3.6
Franklin.....	4.1	5.9	10.0
Gibson.....	.9	1.6	2.5
Hartman.....	15.3	18.4	33.6
Hickory.....	8.8	9.3	18.1
Izard	6.6	5.2	11.8
Jackson.....	1.4	1.7	3.1
Kellom	15.7	17.7	33.4
Lake.....	17.1	21.8	38.9
Leavenworth	13.1	11.5	24.6
Long.....	14.0	19.9	33.9
Lothrop	7.4	7.3	14.7
Mason	13.0	15.1	28.1
Monmouth Park.....	1.1	1.1	2.2
Omaha View.....	10.6	9.9	20.5
Pacific	13.5	18.2	31.7
Park	10.2	12.1	22.3
Pleasant .....	.7	.8	1.5
Saratoga.....	6.3	7.5	13.8
Sherman.....	2.1	1.7	3.8
Training.....	0.0	1.0	1.0
Ungraded	1.0	0.0	1.0
Vinton.....	2.4	3.0	5.4
Walnut Hill.....	9.5	11.8	21.3
Webster	5.9	7.7	13.6
West Omaha.....	3.5	4.9	8.4
West Side.....	2.2	2.3	4.5

TABLE XXIV.

Showing the Ages at Last Birthday of Pupils Enrolled During the Year 1891-92.

SCHOOLS	5			6			7		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High.....	0	0	0	0	0	0	0	0	0
Ambler.....	6	3	9	1	0	1	4	7	11
Bancroft.....	17	9	26	22	14	36	13	14	27
Cass.....	29	31	60	33	33	66	26	18	44
Castellar.....	34	39	73	45	28	73	37	59	96
Center.....	16	23	39	31	20	51	25	25	50
Central.....	9	6	15	27	15	42	27	29	56
Central Park.....	8	14	22	8	18	26	14	16	30
Clifton Hill.....	22	13	35	18	11	29	11	15	26
Davenport.....	8	7	15	17	13	30	17	8	25
Dodge.....	17	13	30	27	23	50	27	20	47
Dupont.....	25	22	47	16	27	43	16	21	37
Eckerman.....	3	1	4	1	1	2	2	2	4
Farnam.....	23	18	41	26	29	55	29	33	62
Forest.....	28	15	43	19	16	35	21	11	32
Fort Omaha.....	3	5	8	6	4	10	6	3	9
Franklin.....	21	15	36	21	30	51	17	15	32
Gibson.....	6	6	12	4	6	10	5	5	10
Hartman.....	36	33	69	53	57	110	36	46	82
Hickory.....	19	21	40	40	40	80	26	24	50
Izard.....	14	12	26	39	21	60	37	36	73
Jackson.....	3	3	6	6	8	14	7	7	14
Kellom.....	31	32	63	35	83	69	30	30	60
Lake.....	38	30	68	51	62	113	43	60	103
Leavenworth.....	15	10	25	38	23	61	37	33	70
Long.....	30	32	62	42	52	94	47	46	93
Lothrop.....	20	16	36	29	29	58	22	21	43
Mason.....	21	35	56	34	29	63	27	19	46
Monmouth Park.....	3	5	8	6	4	10	7	7	14
Omaha View.....	29	30	59	27	28	55	30	18	48
Pacific.....	28	15	43	33	35	68	27	30	57
Park.....	34	20	54	32	36	68	33	36	69
Pleasant.....	3	5	8	10	10	20	9	3	12
Saratoga.....	8	13	21	9	9	18	14	12	26
Sherman.....	9	4	13	7	6	13	9	5	14
Training.....	0	0	0	0	0	0	0	0	0
Ungraded.....	0	0	0	0	0	0	0	0	0
Vinton.....	6	8	14	9	13	22	12	8	20
Walnut Hill.....	27	21	48	25	29	54	42	30	72
Webster.....	26	22	48	36	27	63	44	28	72
West Omaha.....	6	5	11	13	9	22	7	11	18
West Side.....	10	7	17	4	3	7	6	7	13
Total.....	691	619	1310	900	852	1752	849	818	1667

TABLE XXIV.—CONTINUED.

SCHOOLS	8			9			10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High.....	0	0	0	0	0	0	0	0	0
Ambler.....	4	3	7	7	3	10	3	5	8
Bancroft.....	16	25	41	16	12	28	23	11	34
Cass.....	23	24	47	19	20	39	18	19	37
Castellar....	38	34	72	32	36	68	16	36	52
Center.....	19	14	33	23	26	49	16	20	36
Central.....	28	25	53	25	23	48	24	23	47
Central Park.....	10	15	25	15	8	23	11	18	29
Clifton Hill.....	8	12	20	11	10	21	7	6	13
Davenport.....	13	6	19	11	15	26	10	4	14
Dodge.....	18	14	32	15	16	31	15	19	34
Dupont.....	18	23	41	13	16	29	21	16	37
Eckerman.....	1	2	3	1	3	4	0	1	1
Farnam.....	27	29	56	37	24	61	30	24	54
Forest.....	14	13	27	7	16	23	10	9	19
Fort Omaha.....	2	3	5	5	5	10	2	3	5
Franklin.....	24	14	38	9	13	22	8	13	21
Gibson.....	4	4	8	2	1	3	0	2	2
Hartman.....	27	38	65	28	35	63	34	42	76
Hickory.....	17	23	40	17	19	36	7	9	16
Izard.....	22	19	41	10	5	15	5	2	7
Jackson.....	6	3	9	3	1	4	2	5	7
Kellom.....	35	33	68	50	41	91	53	47	100
Lake.....	57	48	105	45	40	85	46	61	107
Leavenworth.....	36	28	64	33	22	55	22	33	55
Long....	57	45	102	30	37	67	44	47	91
Lothrop.....	27	26	53	23	29	52	15	21	36
Mason.....	36	34	70	28	37	65	24	29	53
Monmouth Park.....	3	3	6	1	0	1	1	1	2
Omaha View.....	20	17	37	30	15	45	25	36	61
Pacific.....	41	43	84	36	30	66	28	30	58
Park.....	28	29	57	33	31	64	22	28	50
Pleasant.....	1	3	4	0	0	0	0	0	0
Saratoga.....	14	11	25	23	9	32	19	15	34
Sherman.....	10	7	17	4	7	11	2	4	6
Training.....	0	0	0	0	0	0	0	0	0
Ungraded.....	0	0	0	0	0	0	0	0	0
Vinton.....	8	9	17	6	6	12	11	10	21
Walnut Hill.....	25	21	46	28	25	53	26	22	48
Webster.....	27	23	50	28	43	71	22	28	50
West Omaha.....	12	11	23	15	16	31	16	10	26
West Side.....	5	4	9	8	4	12	5	4	9
Total.....	781	738	1519	727	699	1426	643	713	1356

TABLE XXIV.—CONTINUED.

SCHOOLS	11			12			13		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High.....	0	0	0	5	2	7	22	19	41
Ambler.....	2	2	4	2	4	6	2	2	4
Bancroft.....	15	14	29	15	12	27	7	15	22
Cass.....	16	17	33	27	21	48	18	18	36
Castellar.....	31	28	59	22	28	50	18	21	39
Center.....	15	23	38	15	19	34	10	13	23
Central.....	23	26	49	27	25	52	13	28	41
Central Park.....	13	15	28	13	13	26	12	21	33
Clifton Hill.....	7	1	8	5	2	7	0	1	1
Davenport.....	14	11	25	5	6	11	6	10	16
Dodge.....	13	19	32	16	13	29	8	12	20
Dupont.....	11	15	26	10	15	25	12	6	18
Eckerman.....	0	1	1	0	1	1	0	1	1
Farnam.....	27	27	54	24	39	63	15	25	40
Forest.....	11	8	19	8	8	16	2	0	2
Fort Omaha.....	1	2	3	0	1	1	0	1	1
Franklin.....	6	6	12	2	5	7	6	2	8
Gibson.....	1	0	1	1	0	1	0	0	0
Hartman.....	35	30	65	29	23	52	21	17	38
Hickory.....	5	5	10	6	1	7	1	0	1
Izard.....	3	0	3	0	1	1	1	0	1
Jackson.....	1	2	3	2	0	2	1	1	2
Kellom.....	46	62	108	41	55	96	34	24	58
Lake.....	47	44	91	47	45	92	46	44	90
Leavenworth.....	27	34	61	19	15	34	12	22	34
Long....	24	47	71	23	41	64	23	45	68
Lothrop.....	21	20	41	12	12	24	8	5	13
Mason.....	23	24	47	29	31	60	24	30	54
Monmouth Park.....	0	0	0	1	0	1	0	0	0
Omaha View.....	18	27	45	28	22	50	14	20	34
Pacific.....	36	31	67	32	26	58	22	28	50
Park.....	28	32	60	21	20	41	24	31	55
Pleasant.....	0	0	0	0	0	0	0	0	0
Saratoga.....	14	11	25	13	12	25	16	16	32
Sherman.....	7	3	10	4	1	5	1	1	2
Training.....	0	0	0	0	0	0	0	0	0
Ungraded.....	3	0	3	4	0	4	3	0	3
Vinton.....	5	5	10	9	6	15	2	3	5
Walnut Hill.....	26	33	59	18	21	39	21	32	53
Webster.....	25	25	50	20	29	49	15	23	38
West Omaha.....	9	5	14	7	9	16	6	9	15
West Side.....	1	5	6	2	2	4	1	1	2
Total.....	610	660	1270	564	586	1150	447	547	994

TABLE XXIV.—CONTINUED.

SCHOOLS	14			15			16		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High.....	61	54	115	70	112	182	59	138	197
Amble.....	3	2	5	0	5	5	0	0	0
Bancroft.....	8	8	16	6	5	11	3	2	5
Cass.....	12	14	26	6	12	18	1	2	3
Castellar.....	10	10	20	4	8	12	4	2	6
Center.....	8	8	16	2	4	6	1	1	2
Central.....	10	23	33	3	6	9	1	2	3
Central Park.....	13	4	17	5	4	9	2	2	4
Clifton Hill.....	1	2	3	0	0	0	0	0	0
Davenport.....	8	10	18	2	3	5	1	3	4
Dodge.....	7	3	10	4	5	9	1	3	4
Dupont.....	6	5	11	7	2	9	1	1	2
Eckerman.....	1	2	3	0	1	1	2	0	2
Farnam.....	13	25	38	6	10	16	3	2	5
Forest.....	3	5	8	1	1	2	0	0	0
Fort Omaha.....	1	0	1	0	0	0	0	0	0
Franklin.....	2	2	4	0	0	0	0	1	1
Gibson.....	0	0	0	0	0	0	0	0	0
Hartman.....	15	12	27	7	5	12	1	1	2
Hickory.....	2	1	3	2	0	2	0	0	0
Izard.....	0	0	0	0	0	0	0	0	0
Jackson.....	0	0	0	0	0	0	0	0	0
Kellom.....	26	31	57	11	23	34	3	6	9
Lake.....	29	35	64	14	29	43	7	11	18
Leavenworth.....	7	12	19	2	6	8	0	1	1
Long.....	17	36	53	16	31	47	5	5	10
Lothrop.....	5	3	8	1	1	2	0	1	1
Mason.....	20	27	47	12	16	28	8	8	16
Monmouth Park.....	0	0	0	0	0	0	0	0	0
Omaha View.....	6	14	20	8	11	19	3	1	4
Pacific.....	24	21	45	7	15	22	1	4	5
Park.....	18	22	40	13	12	25	6	9	15
Pleasant.....	0	0	0	0	0	0	0	0	0
Saratoga.....	10	11	21	4	5	9	6	4	10
Sherman.....	4	2	6	2	0	2	0	1	1
Training.....	0	0	0	0	0	0	0	1	1
Ungraded.....	2	0	2	3	0	3	0	0	0
Vinton.....	2	0	2	0	0	0	0	1	1
Walnut Hill.....	21	20	41	6	16	22	4	9	13
Webster.....	12	12	24	5	6	11	3	3	6
West Omaha.....	6	4	10	2	1	3	1	0	1
West Side.....	1	1	2	0	0	0	0	0	0
Total.....	394	441	835	231	355	586	127	225	352

TABLE XXIV.—CONTINUED.

SCHOOLS	17			18			19		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High.....	33	76	109	18	46	64	7	14	21
Amblei.....	0	0	0	0	0	0	0	0	0
Bancroft.....	0	1	1	0	0	0	1	0	1
Cass.....	1	1	2	2	1	3	0	0	0
Castellar.....	0	3	3	2	0	2	0	0	0
Center.....	0	1	1	0	0	0	0	0	0
Central.....	0	2	2	1	2	3	0	0	0
Central Park.....	0	1	1	0	0	0	0	0	0
Clifton Hill.....	0	0	0	0	0	0	0	0	0
Davenport.....	0	0	0	0	0	0	1	0	1
Dodge.....	1	0	1	0	0	0	0	0	0
Dupont.....	0	0	0	0	0	0	0	0	0
Eckerman.....	0	0	0	0	0	0	0	0	0
Farnam.....	0	2	2	0	0	0	0	0	0
Forest.....	0	0	0	0	0	0	0	0	0
Fort Omaha.....	0	0	0	0	0	0	0	0	0
Franklin.....	0	0	0	0	0	0	0	0	0
Gibson.....	0	0	0	0	0	0	0	0	0
Hartman.....	0	0	0	0	0	0	0	0	0
Hickory.....	0	0	0	0	0	0	0	0	0
Izard.....	0	0	0	0	0	0	0	0	0
Jackson.....	0	0	0	0	0	0	0	0	0
Kellom.....	2	2	4	0	1	1	0	0	0
Lake.....	0	0	0	1	0	1	1	0	1
Leavenworth.....	0	2	2	0	0	0	0	0	0
Long.....	2	7	9	0	2	2	0	0	0
Lothrop.....	0	0	0	0	0	0	0	0	0
Mason.....	1	1	2	0	0	0	0	0	0
Monmouth Park.....	0	0	0	0	0	0	0	0	0
Omaha View.....	2	1	3	0	0	0	0	0	0
Pacific.....	1	3	4	0	1	1	0	0	0
Park.....	1	2	3	0	1	1	0	0	0
Pleasant.....	0	0	0	0	0	0	0	0	0
Saratoga.....	1	3	4	0	0	0	0	0	0
Sherman.....	0	0	0	0	0	0	0	0	0
Training.....	0	7	7	0	4	4	1	7	8
Ungraded.....	2	0	2	0	0	0	0	0	0
Vinton.....	0	0	0	0	0	0	0	0	0
Walnut Hill.....	1	3	4	1	1	2	1	0	1
Webster.....	2	1	3	0	0	0	0	0	0
West Omaha.....	0	0	0	0	0	0	0	0	0
West Side.....	0	0	0	0	0	0	0	0	0
Total.....	50	119	169	25	59	84	12	21	33

TABLE XXIV.—CONTINUED.

SCHOOLS	20			21 AND OVER			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High.....	5	2	7	2	2	4	282	465	747
Ambler.....	0	0	0	0	0	0	34	36	70
Bancroft.....	1	0	1	0	0	0	163	142	305
Cass.....	0	0	0	0	0	0	231	231	462
Castellar.....	0	0	0	0	0	0	293	332	625
Center.....	0	0	0	0	0	0	181	197	378
Central.....	0	0	0	0	1	1	218	236	454
Central Park.....	0	0	0	0	0	0	124	149	273
Clifton Hill.....	0	0	0	0	0	0	90	73	163
Davenport.....	0	0	0	0	0	0	113	96	209
Dodge.....	0	0	0	0	0	0	169	160	329
Dupont.....	0	0	0	0	0	0	156	169	325
Eckerman.....	0	0	0	0	0	0	11	16	27
Farnam.....	0	0	0	0	0	0	260	287	547
Forest.....	0	0	0	0	0	0	124	102	226
Fort Omaha.....	0	0	0	0	0	0	26	27	53
Franklin.....	0	0	0	0	0	0	116	116	232
Gibson.....	0	0	0	0	0	0	23	24	47
Hartman.....	0	0	0	0	0	0	322	339	661
Hickory.....	0	0	0	0	0	0	142	143	285
Izard.....	0	0	0	0	0	0	131	96	227
Jackson.....	0	0	0	0	0	0	31	30	61
Kellom.....	0	0	0	0	0	0	397	421	818
Lake.....	0	0	0	0	0	0	472	509	981
Leavenworth.....	0	0	0	0	0	0	248	241	489
Long.....	1	0	1	0	0	0	363	471	834
Lothrop.....	0	0	0	0	0	0	182	185	367
Mason.....	0	0	0	0	1	1	287	321	608
Monmouth Park.....	0	0	0	0	0	0	22	20	42
Omaha View.....	0	0	0	0	0	0	251	229	480
Pacific.....	0	0	0	0	0	0	310	318	628
Park.....	0	0	0	0	0	0	293	309	602
Pleasant.....	0	0	0	0	0	0	23	21	44
Saratoga.....	0	0	0	0	0	0	151	131	282
Sherman.....	0	0	0	0	0	0	59	41	100
Training.....	0	4	4	0	1	1	1	24	25
Ungraded.....	1	0	1	0	0	0	18	0	18
Vinton.....	0	0	0	0	0	0	69	70	139
Walnut Hill.....	0	1	1	0	0	0	272	284	556
Webster.....	0	0	0	0	0	0	265	270	535
West Omaha.....	0	0	0	0	0	0	100	90	190
West Side.....	0	0	0	0	0	0	43	38	81
Total.....	8	7	15	2	5	7	7066	7459	14525



Text Books.

TEXT BOOKS

USED IN THE PUBLIC SCHOOLS.

PRIMARY AND GRAMMAR SCHOOLS.

Readers.—Appleton's series, Eclectic series, New Franklin series, Barnes series and Swinton series.

Reading Charts.—Appleton's.

Arithmetic.—White's series and Greenleaf's Mental.

Geography.—The Eclectic series.

Grammar.—Harvey.

Language.—Reed & Kellogg and De Garmo.

Pennmanship.—Normal Review system.

United States History.—Anderson.

Word Lessons.—Reed.

Physical Geography.—Warren.

Vocal Music.—The Normal Music Course.

Drawing.—White's series.

Physiology.—Yaggy's charts and Hutchison.

HIGH SCHOOL.

Algebra.—Wentworth.

Rhetoric.—Kellogg.

Physiology.—Hutchison, and Martin's Human Body.

Zoology.—Packard

Geometry.—Wentworth.

Trigonometry.—Wentworth.

General History.—Swinton.

English History—Morris.

United States History—Johnston. .

German—Dreyspring.

Physics—Avery.

Book-keeping—Williams and Rogers.

Commercial Arithmetic—Thompson.

Drawing—Walter Smith.

Astronomy—Young's.

Political Economy—F. A. Walker.

English Literature—Kellogg, Backus and Shaw.

Civil Government—Townsend.

Chemistry—Williams.

Geology—Le Conte.

Botany—Gray.

Roman History—Leighton.

Greek History—Smith.

Latin Grammar—Allen and Greenough.

Latin Lessons—Collar and Daniell.

Latin Prose Composition—Jones.

Greek Grammar—Goodwin.

Greek Lessons—White.

Greek Prose Composition—Jones.

Stenography—Pitman. .

Teachers and Janitors

TEACHERS AND JANITORS.

FALL TERM, 1892.

HIGH SCHOOL.

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Irwin Leviston, *Assistant Principal*.

L. J. Blake,	Earl J. Kelsey,
Decie A. Johnston,	C. A. Blake,
Villa B. Shippey,	Mary A. Landis,
Suzanne A. Walker,	Antoinette Ogden,
Harriet D. Ray,	Maria Okey,
Georgia Valentine,	Lucy J. Roys,
Ida M. Street,	Stacia Crowley,
Geo. M. Turner,	Belle H. Lewis,
Mary E. Quackenbush,	Eliz. C. Craven,
S. D. Beals,	May E. Sanford,
Bessie J. Snyder,	May L. Copeland,
John Wigman,	

Janitors, Thomas Falconer, Fred Perkins.

AMBLER SCHOOL.

Jennie C. Salmon, *Principal*.

Cora M. Hawes.

Janitor, John J. Nobes.

BANCROFT SCHOOL.

Frances Butterfield, *Principal*.

Mary D. Ballantine,	Evelyn Hobbs,
Kate A. Wolcott,	Marg. O'Neil,
Bertha A. Birkett,	Harriet H. Hickox,
Mary L. Hodge,	

Janitor, Thomas Shea.

CASS SCHOOL.

Mary E. Simonds, *Principal*.

Susie Eveleth,	Hattie M. Duncan,
Hattie E. Simonds,	Mollie A. Conoyer,
Irene C. Byrne,	Isabella Doyle,
Annie I. Gillis,	Emma N. Bradshaw,
*Belle A. Miner.	

Janitors, Henry O'Neil and Elmer Matson.

CASTELLAR SCHOOL.

Mary B. Newton, *Principal*.

Nellie Bennett,	Mary E. Thompson,
Mable J. Hydè,	Mary Johnson,
Minnie L. Burgland,	Nellie Ireland,
Mollie A. Brown,	Isabella Ross,
Mary E. Munroe,	Jeannette Boyd,
Elizabeth Morrell.	

Janitor, Frank Suchy.

CENTER SCHOOL.

Jennie L. Redfield, *Principal*.

Ada Tobitt,	Sadie Schlesinger,
Lydia Bruechert,	Minnie V. Moriarty,
Belle Humphrey,	Mary Bremigan.

Janitor, Andy Clifford.

CENTRAL SCHOOL.

Clara Schlesinger, *Principal*.

Edith Morton,	Ida E. Mack,
Anna Faherty,	Alice S. Harper,
Lucretia S. Bradley.	

Janitor, Thomas Falconer.

CENTRAL PARK SCHOOL.

Margaret Latey, *Principal.*

Mary E. Wolcott, Edna Hobart,
L. M. Roudebush, Ellen M. Kendall.
Janitor, W. H. Miller.

CLIFTON HILL SCHOOL.

Emma Campbell, *Principal.*

Florence McCoy, Emma E. Stiles,
Elizabeth Allan.

DAVENPORT SCHOOL.

Lottie L. Gassette, *Principal.*

Ella M. B. White, Mina C. Doyle,
Minnie Burgess.
Janitors, Mrs. I. B. Woerner, Mrs. A. Zeigler.

DODGE SCHOOL.

Mary Fitch, *Principal.*

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Rettie E. Reed, Maria J. Gallagher,
Lillie V. Mickle, Zora McKnight,
Janitor, Mrs. L. Thompson.

DUPONT SCHOOL.

Mary W. Hay, *Principal.*

Anna J. Mach, Edna Harney,
Blanche Van Kuren, Helen Norton,
Lucy W. Evans, Cordelia Johnson.
Janitor, Mrs. H. Funger.

ECKERMAN SCHOOL.

Agnes Hutchison, *Principal.*

Janitor, Charles Mansfield.

FARNAM SCHOOL.

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Ada I. Hopper,	Frances A. Fisk,
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Janitor, Charles E. Djeureen.

FOREST SCHOOL.

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M. Neppa Holliday,	Carrie Kumpff,
Minnie P. Baker.	

Janitor, E. T. Levis.

FORT OMAHA SCHOOL.

Eolia W. Nichols, *Principal.*

Janitor, Mrs. Mary McCausland.

FRANKLIN SCHOOL.

Effie Reid, *Principal.*

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Kate J. Meyer.	

Janitor, Mrs. G. Elser.

GIBSON SCHOOL.

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Janitor, Mrs. B. Stepanek.

HARTMAN SCHOOL.Ellen M. White, *Principal.*

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Ida Dysart,	Minnie A. Lawton,
Carrie O. Browne,	Ella Thorngate,
Margaret Scott,	Jennie Roberts,
Rose E. Nickell,	Jessie S. Durbin,
Helen Rogers,	Harriet A. Beedle.

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Carrie M. Hicks,	Kate Armbruster,

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Kate M. Miles,	Cassandra Schaller,
Stella M. Champlin,	Mary Lucas,
Catherine Foos,	Camilla Elliott,
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Minnie Dye,	Elizabeth Rooney,
Helen Root,	Grace Macauley,
Emma J. Godso.	

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Carrie Boutelle, Assistant.

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Neva Turner,	Mathilde Freid,
Dora E. Squier,	Daisy M. Manning,
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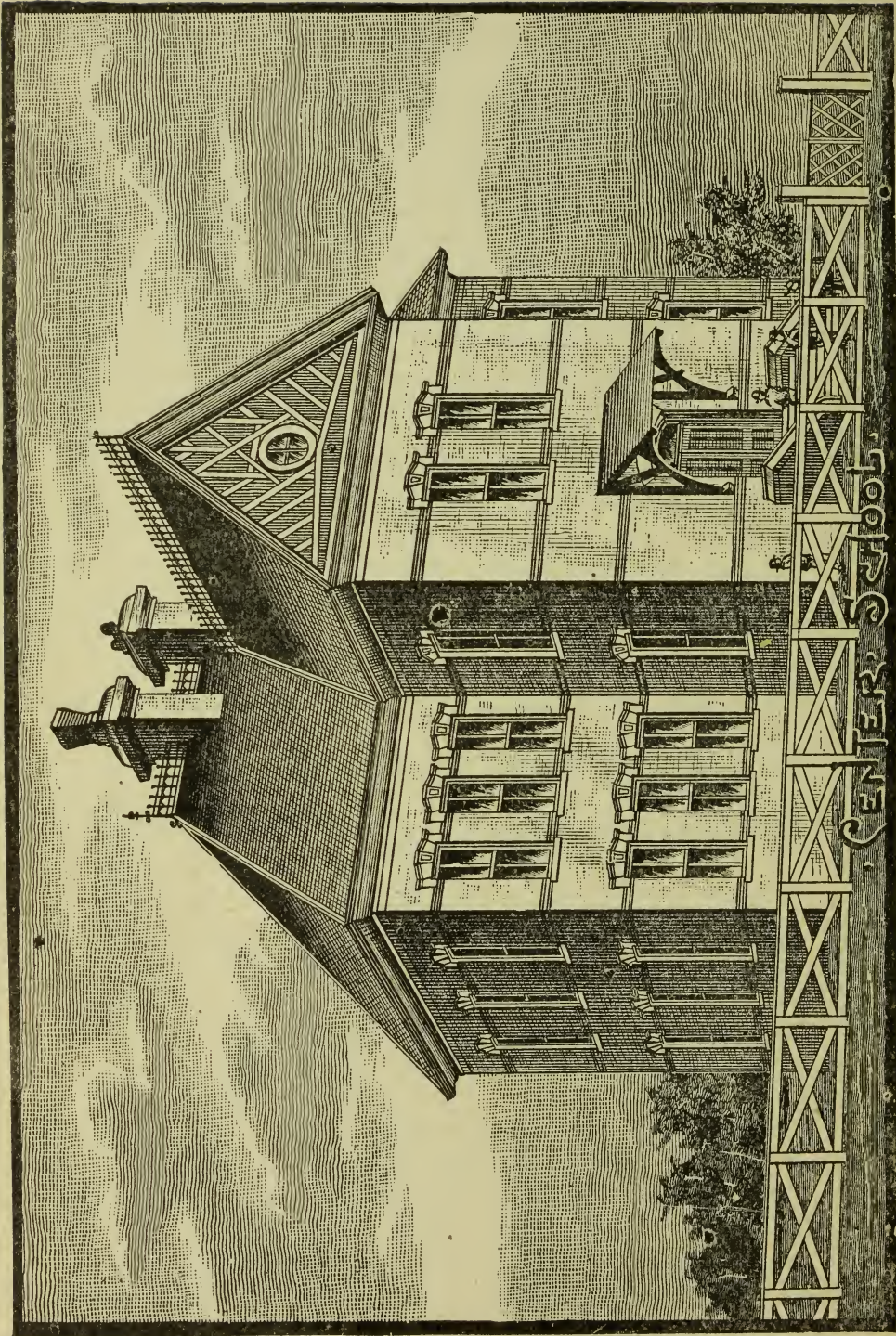
Janitor, Jack Wallace.

LONG SCHOOL.

Sarah M. McCheane, *Principal.*

Virginia Kennedy,	Jane S. Smith,
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Hattie S. Eddy,	Callie McConnell,
Phebe D. Perkins,	Eunice Stebbins,
Hulda F. Isaacson,	Virginia R. Victor,
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Emma J. Ure,	Elizabeth Atkinson,

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Mary E. Bruner.	

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Adelaide Goodson,	Amy L. Hughes,
Jennie E. Fair,	Lulu Knight,
Kate E. Crane,	Ida J. Johnston,
Dora Harney,	Kate Gardiner.
Lizzie J. Witman,	

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Ivy Reed,	Matilda Evans,
Caroline O. Day,	Mary L. Kidder,
Alice Root.	

Janitor, Jacob Meyer.

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Jessie Lazear,	Mary B. Goodman,
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Hattie L. Forbes,	Allie Campbell,
Lily M. Wilbur.	

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Emma D. Littlefield,	Kate Hungerford,
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Ada E. Alexander,	Ella Reed,
Margaret C. McLaughlin,	Helen Lloyd.

Janitor, Silas Garner.

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Jeannette Woodward, *Principal*.

Grace Lillie,	Penelope Smith,
Amelia Pearson.	

Janitor, Josie Herold.

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James H. Farris, *Principal*.

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Josie McHugh,	Minnie Swartzlander,
Kate M. Kean.	

Janitor, Barney McGinn.

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Avis Z. Hanson.

Janitor, W. T. Johnson.

VINTON SCHOOL.Lida Shallenberger, *Principal*.

Jennie M. Ross, Rose C. Fitch.

Janitor, Mrs. H. Farrell.

WALNUT HILL SCHOOL.Rene E. Hamilton, *Principal*.

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Agnes M. Dawson, Nancy L. Lewis,

Louise B. Mann, Clara F. Cooper,

Ella B. Perrin, M. Lizzie Hewitt,

Ida Blackmore.

Janitor, Matt. Gahlon.

WEBSTER SCHOOL.Sadie B. Pittman, *Principal*.

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Emily Wood, Juliet McCune,

Alta Peacock, Clara L. Hutmaker,

*Kate Wickham, Mary Alter,

Minnie R. Wilson, Lida Burnett.

Janitor, William Stewart.

WEST OMAHA SCHOOL.Fannie B. Hurlbut, *Principal*.

Jessie McRoberts, Anna Broadfield,

Ida R. Notson, Alice E. Points.

Janitor, William Fagan.

WEST SIDE SCHOOL.

J. L. Alvison *Principal.*

Julia M. Davis.

Janitor, A. M. Johnson.

TEACHERS' TRAINING SCHOOL.

Mrs. Grace B. Sudborough, *Principal.*

Helen Wyckoff,

Lida E. Hanna,

Emma D. Littlefield.

Jennie E. Fair.

UNGRADED SCHOOL.

W. H. Allen.

FANNIE ARNOLD, *Supervisor of Music.*

ALICE E. HITTE, *Ass't Supervisor of Music and Drawing.*

KATE BRADLEY, *Supervisor of Physical Culture.*

ETHEL EVANS, *Supervisor of Drawing.*

Teachers marked with an asterisk, () not elected.

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